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ABSTRACT

This report on the operations of the Australian Council for Educational Research (ACER) for the 1972-73 period provides descriptions of research activities related to experimental and analytical studies, surveys, curriculum innovations and evaluations, reviews and comparative studies, the (Australian) Schools Commission, measurement studies, and test development. In addition the following operational services and functions of ACER are described: test research and development, library services, publications, staff matters, and finances and administration. Lists of Council members, officers, and staff members of ACER are provided, as is a list of State Institutes for Educational Research. (DR)

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Australian Council for Educational Research

forty-third annual report

72-73

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forty third
ANNUAL REPORT
1972-1973

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Members of Council for 1972-1973

CO-OPTED MEMBERS

President

*Professor P. H. Partridge, M.A., F.A.C.E.
Professor of Social Philosophy, School of Social Sciences, Australian National University, Canberra, A.C.T.[1]

Vice-Presidents

*A. J. Webster, B.A., B.Ec., F.A.C.E.
Director of Planning, Education Department, Sydney, N.S.W.

*W. Wood, M.A., B.Ed., F.A.C.E.
Chairman, Board of Advanced Education, Brisbane, Queensland

Members

Emeritus Professor P. H. Karmel, C.B.E., B.A., Ph.D., F.A.C.E.
Chairman, Australian Universities Commission, Canberra, A.C.T.

*Professor R. Selby Smith, M.A.(Oxon.), A.M.(Harv.), F.A.C.E.
Professor of Education, Faculty of Education, University of Tasmania, Hobart, Tasmania

Professor D. Spearritt, M.A., M.Ed., Ed.D.
Professor of Education, Department of Education, University of Sydney, Sydney, N.S.W.

S. W. Woods, B.A., B.Ed., C.Ed. Admin., F.A.C.E.
Assistant Director-General (Admin.), Education Department, West Perth, W.A.[2]

MEMBERS APPOINTED BY THE STATE INSTITUTES FOR EDUCATIONAL RESEARCH

New South Wales

Professor J. Keats, B.Sc., B.A., A.M., Ph.D., F.B.Ps.S., F.A.Ps.S.
Professor of Psychology, Department of Psychology, University of Newcastle, Newcastle, N.S.W.

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* Member of Executive.

[1] At the Annual Meeting on 1st and 2nd November, 1973, Professor Partridge resigned as President but remained as a member of the Executive. Dr S. A. Rayner was elected President of the Council.

[2] Mr S. W. Woods completed a four year term of co-option to the Council at the Annual Meeting in 1973, and the Council agreed to his wish that because the Director-General of W.A. was now representing the Directors-General of Education on the Council a member should be co-opted from outside Western Australia and that his resignation be accepted.

Victoria

G. D. Bradshaw, B.A., B.Sc., Dip.Ed., M.A.Ps.S., M.A.C.E.
Senior Lecturer, School of Education, University of Melbourne, Parkville, Vic.

Queensland

*S. A. Rayner, M.A., M.Ed., Ed.D., F.A.C.E.
Registrar, University of Queensland, St. Lucia, Qld.[1]

South Australia

R. J. Gilchrist, B.A., Dip.Ed., M.A.C.E.
Headmaster, Scotch College Junior School, Adelaide, S.A.

Western Australia

R. G. Peter, D.F.C., M.A., B.Ed., A.I.E.(Lond.), F.A.C.E.
Principal, Mt Lawley Teachers College, Menora, W.A.

Tasmania

N. L. Behrens, B.A., Dip.Ed., M.A.C.E.
Research Officer, Department of Education, Hobart, Tasmania

OFFICIAL REPRESENTATIVES

Directors-General of Education

A. V. Gough, B.A., B.Ed., F.A.C.E.
Director-General of Education, Hobart, Tasmania[3]

Australian Department of Education

D. M. Morrison, B.A., Dip.Ed., M.A.C.E.
Senior Assistant Secretary, Student Assistance and International Education Division, Australian Department of Education, Canberra, A.C.T.[3]

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* Member of Executive.

[3] Prior to the Annual Meeting in 1973, the Directors-General had nominated Mr J. H. Barton, Director-General of Education in Western Australia, as their representative. The Australian Department of Education had nominated Mr A. P. Anderson, First Assistant Secretary in the Research and Development Division, as its representative. Mr Barton and Mr Anderson both attended the Annual Meeting on 1st and 2nd November, 1973.

Presidents, Vice-Presidents and Chief Executive Officers

PRESIDENTS

Frank Tate, C.M.G., I.S.O., M.A. 1930-1939

Professor H. T. Lovell, M.A., Ph.D. 1939-1948

Sir John Medley, M.A., D.C.L.(Oxon) 1948-1959

Professor C. R. McRae, M.A., Ph.D., M.A.C.E. 1959-1960

Major General Sir Alan Ramsay, C.B., C.B.E., D.S.O., E.D., B.Sc., Dip.Ed., F.A.C.E. 1960-1967

T. L. Robertson, C.M.G., M.A., Dip.Ed., Ph.D., Ll.D., F.A.C.E. President 1967, 1969

Professor P. H. Partridge, M.A., F.A.C.E. 1969-1973

S. A. Rayner, M.A., M.Ed., Ed.D., F.A.C.E. 1973-

VICE-PRESIDENTS

Professor H. T. Lovell, M.A., Ph.D. 1930-1939, and 1948-1951

J. D. G. Medley, M.A. 1940-1948

Professor C. R. McRae, M.A., Ph.D. 1951-1959

Professor F. J. Schonell, M.A., Ph.D., D.Lit., F.B.Ps.S., F.A.C.E. 1960-1969

R. W. T. Cowan, B.A. (Adel.), M.A., B.Litt.(Oxon), M.A.(Melb.), M.A.C.E. 1960-June 1964

W. Wood, M.A., B.Ed., F.A.C.E. 1964-

J. A. L. Matheson, M.B.E., M.Sc., Ph.D., M.I.C.E., M.I.Struct.E., M.I.E., F.A.C.E. 1968-1969

A. H. Webster, B.A., B.Ec., F.A.C.E. 1971-

DIRECTORS

K. S. Cunningham, M.A., Ph.D., Dip.Ed., F.A.C.E., F.A.Ps.S., 1930-December 1954

W. C. Radford, M.B.E., M.A., M.Ed., Ph.D., Ll.D.(Hon.), F.A.C.E. January 1955-

ASSISTANT DIRECTORS

W. C. Radford, M.B.E., M.A., M.Ed., Ph.D. March 1946-December 1954

S. S. Dunn, B.A., B.Ed., A.B.Ps.S., M.A.C.E. 1959-1966

ASSOCIATE DIRECTORS

M. L. Clark, B.A., B.Ed., Ph.D., M.A.Ps.S., M.A.C.E., A.A.I.M. 1972-

J. P. Keeves, B.Sc., Dip.Ed., M.Ed., Ph.D., fil.dr., M.A.C.E. 1972-

Death of Major-General Sir Alan Ramsay

At the Annual Meeting on 1 November 1973, the Council was advised of the death of a former President, Sir Alan Ramsay, and recorded the following minute of appreciation.

Council noted with sorrow the death in September last of a former President of the Council, Major-General Sir Alan Ramsay. As Director-General of Education in Victoria from 1948 to 1960, as an observer on behalf of the Directors-General of Education at the Annual Meetings of Council over most of that period, and as President of the Council from 1960 to 1967, he gave unqualified support to the ACER's independent role in Australian education and to its varied fields of work.

As President he supported strongly moves from rented premises, first to joint ownership and occupancy of a building in Melbourne with the Melbourne University Press, and later to its own property in Hawthorn. His high standing amongst both educators and the business community made the necessary negotiations pleasant and fruitful.

He maintained his interest in the Council's work until shortly before his death, serving as one of the Trustees of the Staff Superannuation Scheme until 1972.

His wisdom as an administrator and his wise counsel on matters involving negotiations with other institutions and with government departments, greatly helped the Council in a period of rapid growth in staff and activities.

ANNUAL REPORT OF THE DIRECTOR

Presented at the Annual Meeting of Council, 1 and 2 November 1973*

Introductory Remarks

The twelve months since the forty-second Report have been marked by major decisions by the Australian Government about education. These decisions have already had some effect on ACER activities, and seem likely to have more as the legislative and administrative arrangements following from these decisions come into effect. One result has been an increase in public concern about education; this has shown itself in more requests to ACER for advice and information. Teachers responding both to this increase and to their own perception of a greater challenge in their job have been seeking more detailed help with teaching aids, materials, programs, tests, new approaches to learning, and the kind of reading they might do to equip themselves better for new or varied roles, both in the classroom and outside.

In such a period of ferment, of change of direction, and of enlargement of opportunity to contribute to the data on which vital decisions are being and will be made, the quality, the scope, the immediate and the later relevance of ACER's present work, and its potential contributions, have been much in my mind.

The *scope* of the work reported in the following pages is considerable. It may be that we are attempting too much with the staff we have, and I hope in the next year to look more closely at this.

The *quality* of their work is naturally varied. We try to set our sights high, and I think generally succeed, but there are times when we see that they need to be lifted. The steadily improving quality of research into education throughout Australia, and the increasing opportunity to test ideas against others' perceptions, are helping us to keep our standards high: in delineation of problems, in analysis and interpretation of data, and in recognition of central as against peripheral issues.

The *relevance* of our work is not something on which easy or quick judgments can be made. We try to enquire into questions which trouble many educators, to prepare tests which are of fairly general use, to develop materials which will have a wide use with many children. A choice made today between alternative areas of work or approaches may not appear to have been wise some years hence. Yet on the other

*Most of the report was prepared by staff before I returned to Australia in mid-September; I am grateful to Dr Clark and Dr Keeves for the amount of edited material compiled for me to present to Council, as well as to the members of staff whose individual contributions are included.

hand, a small piece of work sponsored now may lay a foundation for major developments later. The origin of the National Curriculum Centre for example almost certainly lies in the ACER decision to foster the development of science materials for use in the junior secondary school. Such events have led me to be increasingly cautious in judging the relative importance of new developments, of different approaches, or of criticisms of the old or traditional. We make our judgments about emphases within projects and about their desirable scope partly on the basis of resources available but also often on the basis of our perception of the likely significance of particular kinds of findings. These perceptions may be wrong. It is one mark of the good research worker I believe, that he accepts that later data or even later events may show this to be so. Equally, it is possible that a finding considered minor may later be seen as important, and that a perception though apparently strange at the time may turn out later to have been fruitful. It is in that spirit that I present the report that follows on activities during the year. I believe it has resulted in much that is of value to those making decisions at all levels in education.

RELATION TO THE PROBLEMS OF THE STATE DEPARTMENTS OF EDUCATION

It is charged sometimes that our programs and activities are remote from the day-to-day problems of the schools, and that more of our research studies should be concerned with evaluating changes and examining alternative routes to the objectives of the schools. Others claim that we are too much tied to the existing structure of the system, too concerned with traditional methods and goals, too much servants of the Australian systems in our work in tests and curriculum and evaluation. Looking over the items reported in the following pages one by one I have found it possible to criticize every single one, on one score or another, but equally possible to find in each one relevance to and concern about a problem faced by large numbers of those engaged at one point or other in the process of education in Australia. There is a great deal being done of direct concern to State Departments for example: the improvement of survey techniques, the relation of school achievement to a variety of variables some of which can be controlled by the Departments, the preparation of *Background in Mathematics* and of the Junior Secondary Science materials, item banking, the study of factors in developing language, to name a few.

What we must not do, I am sure, is to try to encompass everything that concerns everyone: questions of choice of task and of priorities are always with us. Members of ACER staff as educators have their own views on priorities, and our constant and direct contacts with others in a great diversity of educational situations prevents any great complacency about their unchanging nature. Members of

Council equally have their views and the opportunity to tap, collectively, a great variety of situations and opinions. The literature of education in Australia is copious—and never more so than in the last few years.

These are the sources from which the ACER program develops. If it appears to some to be largely irrelevant it should not be because they have not had a chance to communicate their views to ACER in one way or another, but because those views have been considered in drawing up the program, but not accepted. The program will probably never completely satisfy anyone. It must, as I see it, be always a compromise between differing views: always less than many see as desirable simply because resources in time, money and expertise are less than the program desired by our friends, our critics, and the ACER staff itself.

A LIST OF SOCIAL CONCERNS

OECD has recently published, as No. 1 in its Social Indicator Development Program a *List of Social Concerns Common to Most OECD Countries*. The list arises from a program of work in which OECD has tried to develop a set of 'social indicators', having in mind:

- to identify 'the social demands, aspirations and problems which are or will be likely to be major concerns of socio-economic planning processes';
- how to measure and report change in those social concerns;
- how better to focus and enlighten 'public discussion and governmental decision making'.

Up to date, the Working Party concerned has identified and specified a select list of 24 fundamental social concerns common to most member countries. Five of these are concerned with 'individual development through learning'. Because concerns of this kind are the background against which the ACER program may be best seen I quote them below. It is difficult to obtain detailed guidance from such general concerns for a research program. Much work would be required to develop such a program, and many choices would need to be made between priorities in drawing it up. Nonetheless they deserve serious thought because of their source.

Concern B-1 The acquisition by children of the basic knowledge, skills and values necessary for their individual development and their successful functioning as citizens in their society.

'Sub-concerns' within this general concern are cited as:

B-1-a The extent to which children from economically and socially disadvantaged families reach the basic standards of achievement.

B-1-b The extent to which the physically and mentally handicapped receive educational services for their individual development

through learning and for their more efficient participation in social life.

B-1-c The proportion of other children reaching the basic standards of achievement.

Concern B-2 The availability of opportunities for continuing self-development and the propensity of individuals to use them.

Concern B-3 The maintenance and development by individuals of the knowledge, skills and flexibility required to fulfil their economic potential and to enable them to integrate themselves in the economic process if they wish to.

Concern B-4 The individual's satisfaction with the process of individual development through learning, while he is in the process.

Concern B-5 The maintenance and development of the cultural heritage relative to its positive contribution to the well-being of the members of various social groups.

Broadly speaking I see the ACER's program as related to the first two or three of these concerns, although it has not attempted to define 'basic standards', or 'necessary for individual development' or 'successful functioning'. I think there could well be considerable value in undertaking during the next twelve months a detailed critique and further development of these concerns, with particular reference to the ACER's program.

Research Programs

Those research studies which have been made feasible by means of general grants from all states and the Australian government, or for which the ACER has received funding from special grants, are reviewed in this section. A broad classification of these studies is employed:

- Experimental and analytical studies
- Surveys
- Curriculum innovation and evaluation
- Learning studies
- Comparative and critical studies of Australian education
- Measurement studies

Dr J. P. Keeves has directed the work in each of these areas except for the latter two, where he has collaborated on a number of the projects with Dr M. L. Clark (who is responsible for the Measurement Unit), Mr B. Rechter, and other staff concerned. In the comparative and critical studies Mr Fitzgerald and his assistants have in the main worked with me.

EXPERIMENTAL AND ANALYTICAL STUDIES

The Home Environment and School Study

(J. P. Keeves, C. Slee)

The Australian Advisory Committee for Research and Development in Education has funded further analyses of the data gathered in the Home Environment and School Study which was conducted in Canberra in 1968-69. The data obtained from the extensive interviews with the mothers and fathers of the students in the sample have been examined, and using the methods of principal components, scores have been calculated on a variety of socialization practices of the home. These measures of the processes of the home are being examined in relation to such factors as the sex of the student, the social and economic status of the home, the size of the family, and the religious affiliation of the parents.

In the further examination of the data available, predictive studies of student performance will be carried out. In addition classroom practices are to be examined in relation to the change in level of performance of the students in mathematics and science classrooms at the lower secondary school level.

A Study of Sampling Errors

(K. Ross)

When estimating the sampling errors of statistics based on complex samples drawn from populations of educational interest it is necessary to consider the influence of the particular sampling design which is being used. The 'design effect' is a descriptive term which summarises the effects of applying a particular complex sampling design to a given population. The importance of this measure is that it allows us to make corrective adjustments to sampling error estimates obtained from designs which depart from simple random sampling.

The aim of this project is to develop accurate estimates of design effects for a variety of commonly employed complex sampling designs. These estimates will be obtained for a wide range of statistics (means, correlations, regression coefficients, etc.) calculated from measures of educational variables (test scores, attitude scale scores, measures of home and school environment, etc.).

Accurate estimates of design effects will permit meaningful quantitative comparisons of different sampling designs and also comparisons of the two major techniques used to calculate design effects in educational surveys: 'Balanced Repeated Replications' and 'Jack-knifing'.

The more effective techniques for calculating survey design effects will then be applied to the data obtained from the IEA Science Project.

The sampling designs used by IEA are currently regarded as being the most effective educational survey procedures: therefore design effects established with IEA data will provide future surveys with guidelines for increasing the precision of their sampling designs.

To assist with the extensive calculations required for this project, a package of computer programs was obtained from the Institute for Social Research at the University of Michigan. These programs have been tested and placed in disk storage on the IBM 360/50 computer at ICI.

Validity Studies Associated with the Commonwealth Secondary Scholarship Examinations

(J. D. Thomson, J. P. Keeves)

Two studies funded by the Australian Department of Education are being undertaken to examine the nature of the CSSE tests:

1. The relationships between performance on the individual CSSE papers and certain measures of specific abilities, school achievement and home background are being investigated. Complete data have been collected for 411 students in the Sydney metropolitan area who were selected at random from the students at twenty-one schools; the schools being selected as a stratified sample of schools with a probability proportional to number of candidates who sat for CSSE in 1972. Preparation of the data file prior to scaling and scoring has been completed. Multivariate analyses have been planned using programs which have recently been successfully tested.

2. The internal structure of the CSSE is to be examined. Item responses have been obtained for a random sample of 400 students who sat for CSSE in 1972 in Victoria. Initially each paper will be examined separately in a search for patterns of relationships among the item scores. It may then be possible to form meaningful modules of items leading to further intra-test and inter-test comparisons.

SURVEYS

(Chief Research Officer: M. J. Rosier)

School Leavers 1971-72

(W. C. Radford, R. Wilkes)

Of approximately 210,000 students estimated to have left Australian schools during the period 1 April 1971 to 31 March 1972, slightly less than 110,000 are included in the survey of school leavers. Computer processing of coded data and tabulation of results from printouts have been completed. Writing of the report and compilation of

tables for publication are still in progress. An interim report on the survey has been prepared for limited distribution.

Research into Education in Australia 1972

(W. C. Radford, R. McDowell)

The final report on my commissioned study into research into education in Australia in 1972 was presented early in 1973 to the Australian Advisory Committee on Research and Development in Education. I had the opportunity to discuss an interim report with that Committee in Canberra early in January 1973, and final revision and presentation followed a few months later.

The committee published the Report with the title *Research into Education in Australia 1972* in August 1973 as No. 1 in a series. I found the work required both to collect and analyse the data of considerable interest and value and appreciated the opportunity given me by the Committee to express some personal views related to the data but not necessarily governed by it.

I think there is now a place for a study in depth of curriculum development, and also of the modes of preparation of teaching materials at present in vogue in Australia and the preparation available and desirable for workers in this field.

THE IEA SCIENCE STUDY

The IEA International Project

(J. P. Keeves)

During the past year extensive work has been carried out in Australia by Dr Keeves on the writing and editing of the report of the main study, concerned with the achievement of students in science in nineteen countries. This report has been published in Stockholm by Almqvist and Wiksell (and John Wiley) with the title *Science Education in Nineteen Countries*, L. Comber and J. P. Keeves. Dr Keeves attended the Swedish and International Press Conferences for the release of the first three IEA reports of the second phase of the project on 23 and 24 May 1973. Further work has been undertaken examining social class and sex differences in mathematics and science courses using data collected in the IEA mathematics and science projects.

A special conference, arranged jointly by Harvard University and IEA, is to be held from 11 to 16 November. It will examine the implications of the IEA studies from a number of aspects and attempt to make some evaluation of their likely results. Dr Keeves will be attending: an IEA Council meeting is to be held during the con-

ference, at which there will be a discussion of the future of IEA. He will be able to represent ACER at that meeting.

IEA Science Project National Analyses

(M. J. Rosier, W. Williams)

Analyses of the Australian data from the IEA Science project are continuing.

In order to provide feedback to the Australian schools which participated in the project, the book *Science Achievement in Australian Secondary Schools* was published. The main part of the book was a series of graphs showing for each state, for each population, the science score of each school plotted against other variables. The book is also of general interest in showing patterns of relationship between metropolitan and non-metropolitan, and government and non-government schools.

Other analyses have been completed of teacher characteristics, retention of teachers, state differences in science curricula and performance, differences between schools, and important student variables influencing science performance. These analyses, together with methodological aspects of the study, will be published in the next report at the end of 1973.

IEA Follow-up Projects

(M. J. Rosier, K. Ross, W. Williams)

POPULATION II The Population II Follow-up Project, funded in part by the Australian Advisory Committee for Research and Development in Education, is investigating career decisions made in 1972 by sixteen-year-olds who were members of the 1970 Population II sample of fourteen-year-olds.

All the data have been coded, punched and checked. The data for the members of the Victorian sample were entered into the computer to test programs and procedures for data entry and file-building, and for various analyses. For example various techniques, including factor analyses, have been used to prepare scales from the non-cognitive response data. Programs for scoring the tests and scales have been prepared. Work is proceeding on the multivariate analyses. When all techniques have been tested on the Victorian data, the remaining data will be entered and processed.

Other work has involved the analysis of the school questionnaires, and the analysis of open-ended responses of sample members.

POPULATION IV Data were gathered for the Population IV Follow-up Project during October to December 1972. A question-

naire was sent to members of the 1970 Population IV sample, asking them to indicate their employment and education activities during 1971 and 1972.

The aim of this project, which is complementary to the Population II Follow-up, is to investigate career patterns of students who have recently completed the full secondary course. It is hoped to develop a prediction model linking secondary school achievement and attitudes to types of employment and academic success two years after leaving school. Coding, punching and checking of this data is under way.

TEACHER FOLLOW-UP In 1970 each IEA sample school provided a list of all its teachers of science. In 1971 and 1972 the schools were asked to indicate which of these teachers were still teaching science at the school, and the destinations, where known, of the teachers who had left. These analyses have been completed and a report has been prepared for publication.

Study of the Educational Achievement of Migrant Children

(M. de Lemos, P. Di Leo)

In 1971 samples of children in Melbourne, of Australian and migrant parentage were tested. In addition, questionnaires were sent to the parents of the children of Australian and British origin, while the parents of the non-British migrant children were interviewed. The data collected in this survey are being analysed to determine relationships between school achievement and the ethnic background of the child. A report on this study is in preparation. This investigation has been supported by a grant from the Australian Department of Immigration.

Pre-school Attendance in Victoria

(M. de Lemos)

A report on the survey of pre-school attendance of a sample of Melbourne children entering primary school in 1970 was completed and was published in *Education News*, Vol. 13 No. 12, December 1972.

An analysis of pre-school enrolments in all local government areas in Victoria has been completed and a report on this analysis has been prepared for publication. It is hoped that this report will be published before the end of the year.

LEARNING STUDIES

(Chief Research Officer: M. de Lemos)

Study of the Language and Conceptual Abilities of Pre-school Children: Follow-up Study and Survey of School Readiness

(M. de Lemos, P. Larsen, E. Sidell, J. Baldwin)

The study of the language and conceptual abilities of pre-school children, funded by the Australian Advisory Committee on Research and Development in Education, is being continued. In 1972 a sample of children attending pre-schools and day nurseries in the Camberwell and Fitzroy-Collingwood areas was tested on a series of language, conceptual and general ability tests. This study was reported in the 1971-72 Annual Report.

This sample is now being followed up in the first year of school. In the first term a battery of school readiness tests were administered. These comprised the Anton Brenner Developmental Gestalt Test of School Readiness, the grammatic closure sub-test of the Illinois Test of Psycholinguistic Abilities (ITPA) and Part 1 of Engelmann's Basic Concept Inventory. In the second and third terms the Piaget concept development tests administered last year will be readministered and, at the end of the third term, a battery of achievement tests (the Metropolitan Reading Tests) will be administered.

The purpose of this follow-up is to study the relationship between the language and conceptual abilities of this group: in the year prior to their entry to school, on entry to school and at the end of their first year of schooling, in order to determine which abilities are most closely related to later school achievement.

A study will also be made of the relationship between the early or late development of Piagetian concepts, and school achievement. This follow-up is the beginning of a longitudinal study on this group of children. It is intended to continue testing with this group in subsequent years.

In addition to this follow-up of the sample tested in pre-school, a survey of school readiness has been carried out on a larger sample of children entering schools in the Camberwell and Fitzroy-Collingwood areas. This sample has been tested on the same battery of school readiness tests that were administered to the pre-school sample and will be tested at the end of the year on the same battery of school achievement tests. This group will also be followed up with a series of school achievement tests in subsequent years of schooling.

The purpose of the school readiness survey is to supplement the information obtained by the smaller pre-school sample (originally 76 children, now reduced to less than 70) and to provide a larger sample to enable a more detailed analysis of factors related to school readiness and school achievement (i.e. age on entry to school, language spoken

in the home, socio-economic status, level of schooling of parents, pre-school experience, etc.).

The sample comprises approximately 350 children, about 200 from the Fitzroy-Collingwood area and 150 from the Camberwell area. The sample was selected in such a way that approximately half the children in each area are of Australian or English speaking origin, while the other half are children of non-English speaking migrant parents.

Aboriginal Education Project

(M. de Lemos, P. Di Leo)

In 1971-72 a study of the educational achievement of Aboriginal primary school children was undertaken and a draft report was prepared in 1971-72. This study is being supported by a grant from the Victorian Ministry of Aboriginal Affairs.

The second stage of this project was commenced in October 1972. This stage extends the study to the secondary school level and involves two main aspects:

(a) The collection of data on the total Aboriginal secondary school population by means of teacher questionnaires.

(b) The testing of the total Aboriginal secondary school population aged between 14·0 and 14·11 (as at 1 January 1973) on a series of achievement and attitude measures and an analysis of the performance on these measures of those Aboriginal students who continue their secondary schooling in 1974, compared with those students who leave school during or at the end of 1973. In addition, the achievement, attitudes and school leaving patterns of the Aboriginal students will be compared with two groups of non-Aboriginal students; one group matched with the Aboriginal students on the basis of general ability, the other group matched with the Aboriginal students on the basis of age.

Teacher questionnaires for the first part of the study were sent out at the end of October, 1972. Computer analyses of data obtained from these questionnaires are currently in progress.

The second part of the study, the testing of the total fourteen-year-old Aboriginal sample together with comparison groups of non-Aboriginal students, was commenced at the beginning of the second school term in 1973. Testing is continuing and should be completed by November of this year. The sample comprises 51 Aboriginal students in 41 metropolitan schools and 99 Aboriginal students in 50 country schools, a total of 150 Aboriginal students in 91 schools. In addition the two comparison groups of non-Aboriginal students are being tested.

The test battery comprises a general ability test (the Standard Progressive Matrices Test), a reading achievement test (the Co-

operative Reading Comprehension Test, Form L), a mathematics achievement test (an adaptation of the 1964 IEA Mathematics Test), an attitude scale (incorporating Keeves' 'Like School', 'Academic Motivation' and 'Self Regard Scales') and a general questionnaire based on the IEA questionnaire covering students' homework habits, parental interest and encouragement and reading and cultural activities. Each student in the sample will also be interviewed on his vocational and educational aspirations, or his intentions on leaving school. The Australian Department of Education is assisting ACER on this aspect of the study by interviewing the Aboriginal students in the sample and administering the general questionnaire to these students.

CURRICULUM INNOVATION AND EVALUATION

Social Sciences Evaluation Project

(K. Piper, D. Koch)

ACER has been commissioned by the National Committee on Social Science Teaching to undertake a two year research project on evaluation in the social sciences. The first stage of the project, a survey of present and proposed developments in social science teaching at the secondary level throughout Australia, has been completed and a report forwarded to the Committee. This report also includes recommendations, based on the survey findings, concerning the remainder of the project.

Work has commenced on the second stage of the project, the preparation of a number of measuring instruments in the areas of:

(a) understanding concepts and generalizations;
(b) cognitive skills;
and
(c) affective outcomes.

It is proposed that these instruments should take the form of criterion-referenced measures and, to this end, investigations are at present under way for the establishment of appropriate criteria and test construction procedures.

Later stages of the project are to include the evaluation of a unit of material with the aim of establishing a model for the evaluation of such a unit. In addition, a teachers handbook on evaluation in the social sciences will be prepared.

Community and School Project

(R. T. Fitzgerald, Professor P. W. Musgrave—Monash University, D. W. Pettit)

The aim of this study (a two year project funded by the Australian

Advisory Committee on Research and Development in Education) is to investigate the structure of the school in relation to the forces of change coming to bear upon it as a social institution.
Specific objectives are to delineate:

1. the nature of those forces (in such forms as parent and child aspiration, changing role of the family and community pressures) and
2. the nature of the school's actual and potential response to them (in terms of professional and other resources on hand, teacher attitudes, relationships between teacher and parents and teachers and students, and between the school and the community at large).

The theory of networks has formed a basis for examining school-community relations. This approach allows for analysis of the one institution in terms of its structure of norms and behaviour patterns, while at the same time it permits the study of outside normative frameworks.

A major vehicle used to explore the relevance of this theory has been fieldwork involving participant observation. In June, Mr Pettit commenced teaching part-time in an inner suburban high school of Melbourne and, in this role he has gathered much data on tape about student attitudes. He has attended meetings of various bodies directly concerned with the school as well as linked with the outside community. His initial contacts with teachers have been that of a colleague, as a prelude to formal interviews about their work. Interviews with parents, community leaders and other interested people are to precede the drafting of questionnaires and guides for structured interviews. In these ways fieldwork will help to determine the final design of the survey.

The next stage of the research program will involve the comparative study of community-school relations in contrasting geographical and social locations.

Social Science Curriculum Project

(R. T. Fitzgerald, P. Segall, M. Ayres)

Materials on Aboriginal tribal life and culture have been designed as the first part of the unit which will examine the change from tribe to mission to fringe dwellers.

Like the materials produced for the Bougainville Case the main interest centres on changes that arise from contacts between peoples of widely different cultures. In the case of the Aboriginals the emphasis has been placed on those changes that arise from the enculturation of children from different socio-economic and cultural backgrounds into the wider Australian society. A key objective in developing stimulating materials is to encourage students at the junior secondary

stage to appreciate and understand the life styles of children situated in radically different cultures.

In developing the materials we are exploring the effectiveness of different ways of presenting information and concepts. Use of the visual medium is being facilitated by the support given by Film Australia, which has agreed to produce two classroom films made from the film 'Desert People'. It is anticipated that these films will be ready for classroom trial late in 1973. Using this experience various modes of teaching and learning activity will be further developed according to specified objectives and types of evaluation.

The multi-media kit produced on 'The Bougainville Case' has been edited and is awaiting publication in an experimental edition. A program of evaluation of these materials is being planned.

The Junior Secondary Science Project

(J. Tyler, L. G. Dale—Australian Science Education Project)

The revision of the Junior Secondary Science Project materials has continued during the year and two revised units have been published by Cheshires. The materials in these units are presented to students in booklet rather than boxed-card form and the end of unit tests are accompanied by remedial material. The planned schedules of revision and publication have been maintained and the new materials will be available for use in schools for the 1974 school year. Publishing houses in Britain have shown interest in the project and Ginn and Company have made arrangements with Cheshires to distribute those revised units of the Australian edition suitable for use in British schools. The new units are very attractive and are being well received.

The Graph Skills Kit

The Graph Skills Kit which has been prepared in recent years has been revised by Mrs Richard Warry in Brisbane, making those changes that were necessary because of the change to metric units. The kit deals only with graph skills and uses a pupil-directed approach to interpretation, rather than the teacher-directed approach to graph construction of the Nuffield materials prepared in England. The principles on which the materials are organized depend upon Gagné's ideas of a hierarchy of skills underlying performance and the need to master elementary skills before attempting more complex ones. This kit was thoroughly checked recently by an experienced primary school teacher and the materials are awaiting publication.

Revision of Background in Mathematics

(F. J. D. Syer)

During the year the revised text of *Background in Mathematics* was printed by the Victorian Government Printer for supply to primary schools in that State. By arrangement he also printed supplies for Tasmania, South Australia and Western Australia. The new text uses metric measures, adds new terms to the Glossary and incorporates a number of amendments and rewritings of the original 1965 text. The book is ascribed jointly to the Victorian Education Department and to ACER as publishers; the revision of the text was entrusted to ACER, and Dr Syer, who dealt with the revision for ACER, also saw the book through the press. As there was a steady demand over the last few years for the earlier edition, we expect that need will arise in four or five years time for a further revision. A more extensive revision or even a very different approach, may then be appropriate.

Australian Seminar on the Teaching of English

(W. T. Renehan, C. Ryan)

A report on the seminar, held in Sydney in May-June 1972 and referred to in the ACER Annual Report 1971-72, has been published under the title of *The Teaching of English* by the Australian Government Publishing Service. The report contains papers by Professor J. N. Britton and Professor Roger W. Shuy and a discussion of proceedings at the seminar. Included in the appendices is a questionnaire devised at ACER on 'Current Issues on the Teaching of English', and a report on teachers' responses to the questionnaire, as well as a paper on 'English Curricula in Australia' prepared at ACER.

We have been provided with 500 copies of a special printing of these papers and have distributed copies to those on our normal complimentary distribution list not otherwise likely to receive a copy.

Home Start

(Miss R. Combes)

[The term is borrowed from J. McVicker Hunt]

It seems a safe forecast that during the next decade the most dramatic impact on the future lives of most children will be made by what happens to them in their first five or six years. Much official attention is being given to the establishment of child-care centres and pre-schools, but relatively little as yet to activities which would ensure that children in all kinds of homes receive the best possible help in their cognitive, emotional and social development. However, I expect attention to

be directed to this in intensive ways in the next few years. I am not convinced that the kind of educational intervention now being proposed in the child-care centres and pre-school institutions, or the positive discrimination proposed both at those levels and later, will go very far in rectifying the differences between homes which affect readiness and ability to profit by later schooling.

For these and a number of other reasons therefore it seemed to me that if ACER were to play a significant role in studying and influencing decisions on pre-school and later education, it should also be studying ways and means to improve the lot of many children whose early years were lacking in many of the activities and stimulations thought to be either essential or desirable for them. One possible approach was through printed materials.

It seems a reasonable proposition that many parents who might otherwise be either ignorant of the need to help their children, or uncertain about how to do it, would be able to use a pool of suggestions and advice provided in a format that they could understand, making use of readily obtained materials. I anticipate an increasing demand on our Advisory Services for advice of this kind.

The possibility was discussed with members of staff and others, that a 'pamphlet for parents' might be prepared which contained adequately backed ideas for them to use. A uniformly favourable response was obtained. The (Melbourne) Institute of Early Childhood Development has collaborated with us by arranging that Miss Rosamonde Combes, the Lecturer-in-Charge of first year studies, would be free for half her time between May and December 1973 to prepare the first draft of such a pamphlet. Miss Combes has worked with members of ACER staff and many others in compiling her material. She has had unstinted support everywhere, and the project has aroused great interest. We are, of course, aware of the many problems involved in using such materials and getting them used by parents. But the first step seemed to me to get something prepared to show what could be done; to prove by experience what problems would be involved in both preparing and using material of a particular kind; and to provide an instrument likely to be useful in itself as well as being suitable for experimental appraisal of the results of its use.

A Study of a Community School

(P. Thomson)

There have been a number of small independent schools with an 'alternative school orientation' started during recent years. Consequently Education Departments in a number of states are actively involved in the investigation of the possibilities offered by alternative forms of schooling.

Swinburne Community School is the school being used as the subject of a case study.

COMPARATIVE AND CRITICAL STUDIES OF AUSTRALIAN EDUCATION

(Chief Research Officer: R. T. Fitzgerald)

Factors in Educational Change

(R. T. Fitzgerald)

A major purpose of this study has been to analyse the nature and impact of the forces of change that have come to bear on education in Australia. The method employed was to take two periods marked by unusually strong efforts to reform the public school systems.

The first of these periods, the postwar years of 1945 to 1950, saw many proposals for change but produced few major results; the second period from 1965 to 1973 saw similar forces at work but proved far more responsive to proposals for radical reform.

The new climate for change in recent years can be explained in terms of a shift in the cultural pattern. During the forties the prevailing values of a narrow and provincial type of culture were reflected in the common stress on established custom and long standing routines. The lack of public interest in education was evident in the platforms of all political parties and in state government policies. Campaigns led by teachers failed to persuade the community that the school systems needed a larger share of available resources.

By contrast the advent of a dynamic culture provided a different context for educational reform. Social and technological change had produced more cosmopolitan attitudes which were more favourable to the progressive ideas advanced earlier. Political policies and the mass media indicated the growth of public concern. A better educated teaching force showed more interest in experimenting with new approaches. Parents and students showed signs of wanting to participate in determining school policy.

The current period of instability, while providing new opportunities for reform also involves the dangers of serious dysfunction. In their zest for innovation, reformers may fail to appreciate the key elements that served to maintain a reasonable balance in the established order of things. Moreover, the emergence of new forces within a more literate society may compel educators to explain their aims and methods if they are to win sufficient community support for their proposals.

Australian Education—Information and Review

(R. T. Fitzgerald, P. Segall, J. Matthews)

The ongoing work of processing data on developments in Australian

education involves the sifting and assessment of diverse publications, including the daily press and parliamentary debates. Major reports and legislation are abstracted and assessed, and educational statistics analysed as they become available. Within this broad framework there are a variety of specific activities and outcomes to meet the information needs of ACER staff and other organisations, some of which are described below.

A monthly 'Chronicle of Australian Education' is prepared to keep ACER staff informed of current developments in Australian Education, and to provide a record which can be drawn on for reviews of special areas. A series of occasional reports using this information is underway; the first of these *What Alternatives for Schooling? Some Current Trends* appeared in July. The *Quarterly Review of Australian Education* also draws on this work, since individual authors may not have access to all relevant material, and it is important that recent developments and up to date statistics are not omitted.

The report *Teachers for Commonwealth Schools* prepared by W. D. Neal and W. C. Radford included a detailed account of the careers and salary structures of teachers in Australian government schools as at June 1972. Work has been undertaken to keep this statement up to date by incorporating changes as these are made by education departments and other commissions and tribunals.

UNESCO Abstracts

(J. Matthews)

During the year eleven abstracts were prepared for the UNESCO Co-operative Educational Abstracting Service and six of these have been published by that service. Significant documents abstracted included the Nott report on pre-school education in Western Australia, the Neal-Radford report *Teachers for Commonwealth Schools*, and reports of the Australian Universities Commission and Commission on Advanced Education. The agreement has been renewed until December 1974.

New Policy Towards Expenditure on Australian Education

(P. Segall, R. T. Fitzgerald)

The study of finance for education in Australia [described in last year's report] has been extended to include a review of the new policies introduced by the Australian government, and their implementation of the 1973 budget. This will include an analysis of the policies and procedures developed by the Interim Committee for the Australian Schools

Commission and the implications of the Australian government's acceptance of full financial responsibility for tertiary education.

Review of Continuing Education

(R. T. Fitzgerald, A. Wright, F. Headlam)

This area of study comprises three main elements: one, a report on an overseas tour of study which looked at new approaches to the education of older adolescents; two, an analysis of current developments in the field of further learning in Australia, Europe and North America; and three, an empirical study of groups of school leavers with the aim of delineating problems and formulating solutions to educational disadvantage.

1. Opportunity and the Older Adolescent: this report, based on an overseas study tour during 1973, examines the various approaches taken by different countries in educating young people aged sixteen years and older.

   The study looks at new developments in the upper secondary school, the setting up of new kinds of institutions and experiments with taking street-corner schools and make-shift facilities out into everyday life. Work experience programs also form part of the search for viable alternatives. The study relates these innovations to the situation in Australia and formulates proposals for new policy and procedures.

2. Review of Current Developments: this study takes up for closer analysis a number of the matters discussed in 'Opportunity and the Older Adolescent' and relates them to the current debate on continuing education. In particular the study will examine such matters as transition from school to work, the importance of certification with respect to future career, and economic and social factors related to full time return to formal learning.

3 The Empirical Study of Educational Disadvantage among Adolescents: this study titled 'Poverty, Education and Adolescents' is funded by the Australian Department of Social Security on behalf of the Commonwealth Commission of Enquiry into Poverty, and aims to investigate the relative lack of educational opportunity for adolescents due to poverty.

   One of the initial tasks of this project has been to frame a satisfactory definition of poverty in terms of lack of resources, both personal and material, for competitive participation in the social system.

   A major aim is to relate alternative approaches being developed both abroad and in Australia to the problems of disadvantaged youth. In order to delineate these problems a study of groups of adolescents who have left school in recent years is being made.

This survey will look at such aspects as peer group relationships, employment or further study, leisure time activities, as well as personal and educational aspects.

Although comparatively well off materially, many adolescents face very limited choices for the future. It is highly likely that their current work experience will prove to be increasingly monotonous and unfulfilling. with few prospects for improvement. Because this situation may not become fully apparent until adulthood, it is also planned to study, in the exploratory stage, another group of young people who left school six or seven years ago. Data gained from this exploratory work will be the basis for comparative studies in different types of localities.

MEASUREMENT STUDIES*

Item Bank Project

(B. Rechter)

On the recommendation of an invitational conference on 'ACER's Priorities and Program on Testing and Evaluation' in October 1972, we are investigating the development of central item banks to provide test material to be used by class teachers for grading or diagnostic purposes and by those concerned with comparability or moderation across and within upper secondary schools. We have received considerable assistance from examining boards and state departments of education in this venture, by way of short-term secondments to ACER and in running workshops aimed at producing files of draft items.

Following workshops in several states, items in mathematics and science are being edited for trial testing in 1974. After item analysis the material will be prepared for publication. Two collections are planned, one to be kept for secure use and the other for direct use by teachers, with the guarantee of feed-back information.

It is proposed that users will be provided with a classification of the items, according to content objective, data on question difficulty and discrimination indices for the correct answer and all distractors.

Australian Test for Advanced Music Studies

(D. Bridges, B. Rechter, J. Knight)

During 1972-73 three forms of the test have been constructed. These were trial tested late in the 12th grade or early in the first tertiary year

* These studies have been undertaken by members of the Measurement Unit—both Test Development and Testing Services—for which Dr Clark has general responsibility.

in all Australian states. The contacts we made during this testing led us to believe that ATAMS will be most useful as a diagnostic instrument early in the first year of tertiary studies, rather than as a selection instrument. Consequently the word 'Admission' has been omitted from the original title of the test.

It is planned to have a final form of the test ready by the end of 1973. It will consist of three forty-minute sections covering:

(a) aural imagery and musical memory,
(b) aural/visual discrimination and notation and
(c) the cognitive area; comprehension, application and analysis.

This form will be given to all students entering tertiary music studies early in 1974.

It is anticipated that the outcomes of this test will throw open many questions concerning current music education practices and in view of this we are seeking means of further investigations of practical music examining. The project was originally funded by the Australian Advisory Committee on Research and Development in Education.

Study of Marking of Written Expression Paper of CSSE

(R. Bell, G. Withers)

Following collection of data during the marking of the 1972 examination, analysis of the markers' perception of selected aspects of writing ability was commenced. Other commitments having higher priority have taken precedence over further work on the data. However, using the results of marking a random collection of essays, an attempt was made to discover the effect of the long period of marking on score reliability. The point in time during the marking period when essays are marked appears to have little effect on the award of scores. More study is required, however, in order to confirm or reject this tentative conclusion.

Effects of Coaching on CSSE Results

(J. Lumbers)

A study of the effect of coaching for the mathematics paper of the CSSE was initiated in a sample of Victorian secondary schools in 1972. The experimental subjects were grade 9 students who were coached by two different methods. Data collected from the samples consists of pre-test and post-test scores on the 1971 CSSE mathematics paper and post-test scores on the 1972 and 1973 CSSE mathematics papers. In addition, a number of estimates were obtained of relevant variables including socio-economic status, I.Q., and attitude measures.

Two control groups were provided to enable the estimation of the practice effects of the pre-test, as well as the treatment effect.

The experiment was designed to answer questions about the effectiveness of coaching for CSSE in schools and therefore students were coached at school in intact classes. Theoretical questions about the nature of problem-solving skills and their development by coaching have not been explored to date. The variable nature of CSSE mathematics papers which contain multiple choice questions in a very imaginative and variable format makes the task of characterising the problem solving skills employed in their solution a major undertaking. It is assumed that the teachability of specific skills is of secondary importance in this particular project. However it is proposed to follow-up with item analysis on the two administrations of the 1971 paper. This may lead to identification of the specific problem solving skills involved in the test.

The experimental subjects have completed the 1973 CSSE paper and the major effort in the project is now directed to analysis procedures. Coaching and testing of students in classes preclude simple tests such as t-tests or analysis of variance. This, and the associated problem of measuring gain scores, have necessitated the use of complex analysis techniques which demand sophisticated computer programming and impose a number of restraints on the data which must be rigorously checked. It is envisaged that the analyses will be completed early in 1974 and a full report will then be published.

The project has been funded by the Australian Department of Education.

Validation of Descriptions of Children's Behaviour

(I. Stamp, R. Bell)

As part of the development of the Behaviour Study Technique (BST) Dr Isla Stamp obtained data on the BST from over 1900 children in Victorian pre-school centres in 1967. In May 1973 the Advisory Committee on Child Care Research made available a grant to Dr Stamp and R. Bell for the further study of these children. The project is in three parts: a study of the responses of these children to the BST, a follow-up study of some of these children and a detailed investigation into the changes in behaviour as shown by a small group of these children. It is envisaged that the project will be completed by June 197[illegible]

Primary School Language Project

(W. Renehan, C. Ryan, B. Johnson)

Samples of written and oral language were collected during the latter

half of 1972 from 270 Victorian primary school children. Some data were also collected on their family backgrounds, their teachers' attitudes, and their performance on achievement tests in English. Three grade levels (2, 4 and 6) were represented and 15 schools involved. Shortly after children were selected, their parents were contacted to acquaint them with the purposes of the project and to enlist their assistance in the provision of home background data.

The children involved were asked to do three pieces of writing, each to a set stimulus. These had been tried out and found to be successful in eliciting a response. Their teachers were also asked to supply, for copying, the free writing of a given week. This constitutes the written language sample. The response of children in the sample varies considerably from simple descriptions of the stimulus (a picture, or 'my street'), to recollections of experience, to elaborations into fantasy, or to hypotheses about the motivations of other people. Two aspects of the writing to which considerable attention is being given are the effect of conflict or complexity on the response, and the questions of style.

It would appear already that many children, particularly those in grade 6, recognize and use what can only be described as a 'formal classroom' style, but whether this inhibits or facilitates the occasional more effective use of language is not yet clear. It is also apparent that by grade 6 a few children have internalized rules of punctuation to the point where their use of punctuation as a stylistic device is flexible and sensitive; that most grade 2 children use consistent rules for phoneme/grapheme encoding, although their spelling may not yet be orthodox; and that complexity of, in particular, verb phrase structure is a developing phenomenon in the writing of children during their primary school years.

Each child in the project was interviewed by one of the researchers and he or she also took part in a group activity intended to promote conversation or discussion. One point of the interview was to get children to talk about what they would do were they placed in the position of other people (other children, parents, etc.). One result of this is that we now know that the more complex structures of the verb phrase, which do not typically appear in writing until grade 6, are already present in the speech of children at grade 2.

In their group discussion (generally involving three children), children were asked first to work together on a block puzzle. In the pilot phase of the project this situation had been most effective in promoting lively conversation. However not all groups in the final sample used language as the chief means of communication in this situation. Many relied chiefly on manipulation of the blocks, on gesture, or if on language, on fragmentary utterances consisting largely of demonstratives, simple locatives, and the imperative use of a few verbs.

Most groups were also willing to engage in conversation about their activities inside or outside the school. In some cases this kind of conversation was group oriented, in others researcher oriented. Both types of conversation generated rich and spontaneous runs of language, but not from all children. Because of the way children were selected for the sample within schools, not all children were sufficiently at ease within the groups. However there is generally sufficient oral language for making comparisons between speech and writing in terms of complexity of verb structure, use of subordination, etc.

Detailed analysis of the language is proceeding. It is expected that a report will be completed before the end of this year.

The project has been funded jointly by the Victorian Primary Schools Testing Program and an AACRDE grant.

Diagnostic and Readiness Tests for Children Beginning Schooling

(H. Rowe)

A survey and preliminary evaluation of available diagnostic and readiness tests for pre-school and first grade children has been commenced.

It is intended initially to provide the potential test user with a guide for selecting an appropriate tool or assessment procedure for a specific measurement objective. Some attempts will be made to provide criteria for assessment in areas where no adequate tests are available.

Pre-school or First Grade Screening Test

(H. Rowe)

In answer to increasing demands for some form of screening device for children beginning school, consideration is being given to the development of an instrument designed to aid teachers of school beginners in their attempts to individualise teaching.

Rather than serving as an indicator of academic potential, the value of a screening test at this level would be to ensure that children who need more time and training in specific areas to fully benefit from schooling are brought to the teacher's attention at an early stage. Mentally and socially handicapped, as well as highly gifted children, including those from atypical backgrounds might thus be identified.

Ability Test—Survey, Research and Development

(R. Bell)

A survey of the field of ability tests is being undertaken. It aims to provide a basis for further ACER work on construction and servicing

of ability tests. Current theoretical notions about intelligence and their relationship to testing are being examined. Also tests currently available, both group and individual, will be closely examined with respect to validity, reliability and normative data.

Measurement of Reading and Listening Skills

(M. L. Clark, B. Johnson, S. G. Meredith)

A report on the hierarchical structure of reading skills in primary grades is being drafted. Some analyses have been delayed because of difficulties with EDP processing. It is expected that analysis of the grade 6 data collected in the last term of 1972 will be completed at the time this statement is published. Until then definitive statement on the skills tested is not warranted. Nevertheless the methods employed in constructing multiple-choice distractors have produced interesting data; the same approach is being used in the revision of items in Test R (NSW Primary Evaluation Program) in the expectation of providing teachers with useful diagnostic information. Information on the use of the 'cloze' technique in assessing comprehension gained from this study will be utilized in further work on this method in conjunction with Test R revision.

The study of listening skills funded by the Australian Advisory Committee on Research and Development in Education has continued. Preparation of a battery of tests is nearing completion and testing with the first segments of this battery is currently in progress at grade 4 and 6 levels. Assessment of grade 2 children which had been planned for 1973 will not be attempted until early in 1974. Surveys conducted in the preliminary stages of this project have been reported in the *Quarterly Review of Australian Education* and at the ANZAAS Congress in Perth in August 1973. However detailed analysis of the national questionnaire data collected at the end of 1972 by Mr T. S. Duff (on sabbatical leave from Auckland University) is still in progress. A report has been drafted on a pilot study of classroom interaction with special reference to non-verbal behaviour thought to be relevant to efficient listening. The observation schedules trialled will be utilized in conjunction with one of the testing sessions currently in progress.

English Proficiency in Migrant Children

(I. Alfred)

A preliminary study of the assessment of immigrant children for whom English is a second language has been undertaken. The use of tests of the child's status in his own language has been given some considera-

tion, and a number of tests of learning potential of possible relevance to teachers of English have been trialled on a small scale. This work has served to highlight a number of the problems involved in assessing non-English speaking children of different nationalities. At present an analysis is being made of the NFER tests of proficiency in English and it seems that this approach may be more useful than others mentioned above. With the prospect of further funding in 1973-74 it may be feasible for us to enlarge this area of activity.

Tests etc. for Guidance Programs

We have been fortunate to obtain the help of Mr G. D. Bradshaw to make a survey of the current needs for psychological and other tests for guidance purposes. This survey follows the discussion at last years Annual Meeting. Mr Bradshaw expects to begin the survey in a few weeks time. We are grateful to the School of Education at the University of Melbourne for making his services available to us.

Service Programs*

A wide range of developmental and service projects has been maintained again this year by the Measurement Unit and its Advisory Service Sections. Substantial progress has been made in a number of the areas listed in the 1973-75 program which was published in the Supplement to ACER Newsletter No. 17, June 1973. However, we are finding that our resources are not sufficient to meet the increasing volume of requests not only for advice about existing materials and tests, but about new and different ones. I believe we must devote more of our resources to such requests in the not too distant future. The constant contact we have with teachers at all levels and educational psychologists, is vital to the well-being of an organisation like ACER if it is to give adequate service to Australian education.

TEST RESEARCH AND DEVELOPMENT

(Chief Research Officer, B. Rechter)

Apart from the measurement studies already mentioned (which have been supported to a large extent out of special grants and contracts, and in part out of general grants provided by governments) the staff in this department have contributed not only in the development of

* The programs in Test Research and Development, Testing Programs and Services, and Publishing, which follow, operate under the direction of Dr M. L. Clark.

material for the Test Service programs reviewed later in this report, but they have made progress in the following areas of activity.

SECONDARY AND TERTIARY

The greater part of our developmental work in testing has again been undertaken at the upper secondary school level because of the nature of our current contracts and the necessity to staff accordingly.

Australian Scholastic Aptitude Test

(B. Rechter, K. Piper, A. Grant, J. Foyster, G. Withers, D. Arney, D. Johnson)

The new version (Series B) of the ASAT commissioned by the Australian Department of Education was completed during the year. It is a four hour test, taken in two two-hour administrations and is designed to provide for each student three scores: a total score, a part-verbal score, and a part-mathematical score. Initial data from the Victorian program indicate a high degree of reliability of each of the three scores.

ASAT Series B is being used operationally in Queensland in 1973 and in a modified form in Western Australia. It forms the basis (with the Australian Test of Written Expression, described below) of an experiment on tertiary admission being carried out in 1973 by the Victorian Tertiary Education Entrance Policy Committee.

It is proposed that a new ASAT be prepared for use in 1974 by at least the three states mentioned.

Australian Test of Written Expression

(G. Withers)

ACER was also commissioned by the Australian Department of Education early in 1972 to prepare a new series of written expression tests for grade 12. Trial forms have been prepared and trial tested in Western Australia. From the topic material tried out in that state the Australian Test of Written Expression was prepared. The planned administration in July 1973 to all full-time secondary students in Victoria met with some opposition from teachers and pupils, and a reduced sample (two-thirds) sat for the test. Because of this, and the publicity which surrounded the administration, research use of the test was not possible.

Commonwealth Senior Secondary Scholarship Examination

(B. Rechter, G. Withers, A. Grant, P. Thomson, D. Arney, J. Foyster)

Preparation of tests for the CSSE has continued under contract for 1973 and 1974 with the Australian Department of Education. Four new papers were available for the nation-wide testing program at grade 10 in July 1973 and work is in progress on papers for use next year. Although the amount of criticism of the actual scholarship scheme has been increasing considerable interest is shown in the individual examination papers, especially Written Expression tests and the Humanities materials. The monograph by Withers and Grant *From Testing to Teaching in the Humanities*, dealing with the 1971 CSSE Humanities paper has been generally well received.

This year marking of the CSSE essay papers was carried out in Brisbane for the first time, and as usual in Sydney, Melbourne and Adelaide. Several research studies investigating particular parts of the CSSE are underway, as indicated elsewhere in this report.

Leaving Chemistry Diagnostic Tests

(B. Rechter, J. Lumbers)

In 1972 this project commenced with a meeting of Victorian chemistry teachers at ACER where proposals for structuring a set of 'flexible' diganostic tests were discussed and approved. These tests are designed to be used in conjunction with a leaving chemistry syllabus in which the presentation and order of topics is expected to be the prerogative of individual teachers. For this reason tests will be subdivided into units within each topic in the course, allowing teachers to select the appropriate combination for their particular approach to the course. It is proposed that these units will be described and indexed in a handbook accompanying the tests and diagnostic aids.

It is expected that sales of tests, diagnostic aids, and handbooks will not be confined to Victoria; for in the past twelve months a new syllabus has appeared in South Australia which is similar in many ways to the Victorian syllabus. It seems likely that the tests being prepared now could easily be adapted to South Australian requirements. To further this possibility samples of trial tests are being circulated among interested teachers in South Australia to elicit comment on their compatibility with the South Australian course.

The trial forms prepared so far have been used in a number of Victorian schools. These trial forms have had a generally favourable reception from both teachers and students who have commented freely on the organisation of the tests and their value as an aid to learning. These comments are being used in conjunction with item analysis data

obtained from students' answer sheets to revise items and to assemble them into the most acceptable format for publication.

This program of trial testing is scheduled for completion early in the last quarter of 1973 and preparation of final forms, diagnostic aids and the teachers handbook will continue thereafter. The whole series of tests, answer sheets, score keys, diagnostic aids and teachers handbook is expected to be available in Victoria in 1974.

Biology Diagnostic and Achievement Tests—New Program

(P. Thomson, J. O'Shea)

The project undertaken in 1972 to revise the existing battery of tests for grade 11 was completed with the publication of eight diagnostic and five achievement tests during the first half of 1973.

Currently both diagnostic and achievement tests, similarly based on the recent edition of the *Web of Life* textbook, are being prepared for grade 12. Teachers in all states have assisted with item writing for these tests. A program of trial testing of these materials will take place in the last quarter of 1973, and the new series is due for publication in 1974.

Miss Judith O'Shea has been seconded from the Victorian Education Department to assist in this project.

Secondary Mathematics Diagnostic Tests

(J. Foyster)

The 1971-72 report indicated that there was sufficient similarity between senior mathematics courses in the various states to justify the preparation of diagnostic tests for the two final years of secondary school. A survey conducted amongst secondary school mathematics teachers in December 1972 showed that they favoured the preparation of diagnostic mathematics tests at the junior secondary level rather that at the senior level as originally planned. Correspondence with individuals and groups of mathematics teachers in the various states confirmed this as being the general opinion, and further investigation showed that such a design for the program was feasible.

Since then full commitment of our available resources to other projects (including item banking) has prevented the project from progressing at the rate we hoped for. However a number of individual tests, at about grade 7 level, have been planned with potential test constructors and we expect to do a good deal of test development in 1974.

Junior Secondary Mathematics Tests

(D. Arney, J. Foyster)

The resolution of problems arising from the interpretation of data obtained from the Tests of Reasoning in Mathematics (TRIM) referred to in the previous report has not been completed. Data from a validity study are being analysed.

PRIMARY AND LOWER GRADES

We have not had the resources to meet all the pressing needs for suitable tests at the primary and lower grade levels. However the primary measurement studies outlined earlier in this report have maintained staff interests at this level. Other activities have continued as follows.

Test of Learning Ability

(R. Bell)

Progress has been made on the Test of Learning Ability at both grade 4 (TOLA 4) and grade 6 (TOLA 6) levels. Although TOLA 4 is now in a final form it is envisaged that an alternative format featuring separate answer sheets will be available next year.

In June 1973, with the assistance of the Test Advisory Committee from the Division of Guidance, Adjustment and Special Services of the New South Wales Education Department, a small study of the retest reliability and the effect of separate answer sheets was undertaken. Both TOLA 4 and TOLA 6 proved satisfactory on both these counts. An interim final form of TOLA 6, with separate answer sheets, will be used in grade 6 in New South Wales in 1974. Norms for use by the New South Wales Department and further data on this test will be prepared in the next phase of the project.

New South Wales Counsellors Bulletin No. 3 was published in August 1973. It featured the items of TOLA 6 and contained a short questionnaire to enable school counsellors in the NSW Division of Guidance and Adjustment to respond to the test. It is anticipated that this information will be of use in preparation of the final form of TOLA 6.

Primary Schools Mathematics Tests (AM Series)

(D. Arney, J. Foyster)

The AM series of tests already published has been extended by the topics covering Area and Graphs which will be available in 1974. The

tests on Length, Area and Capacity, and Volume are complete but will not be normed until after metric units have been in use in schools for a sufficient length of time.

The handbook for the series is being updated as a consequence of the completion of the series. A second interim normative supplement has been prepared. Data for all tests have been smoothed in relation to the negative hypergeometric distribution rather than the normal distribution.

Reading Tests

(G. Withers, M. L. Clark)

Work on manuals, including normative tables, to accompany the Primary Reading Survey Tests continued. An interim manual covering word knowledge and comprehension tests was published and work began on supplementary manuals to cover junior primary grades material and special skills tests for grade 6 level.

A manual for Co-operative Reading Comprehension Test forms L and M was in press at the time of writing this report.

A final edition of the manual for the *Progressive Achievement Tests* was published during the year. It included item analysis, reliability, validity and normative sample data based on the national testing in 1970. Separate state norms were provided in the form of both percentile rank ranges and stanines.

Metric Conversion of Tests

(D. Arney, J. Baldwin, J. Foyster)

Conversion of tests has proceeded without significant difficulties. Replacement of items which are no longer appropriate has begun, and it is planned that all tests should have been modified by mid-1974.

TESTING PROGRAMS AND ADVISORY SERVICES

(Chief Research Officer, W. T. Renehan)

NSW Primary Evaluation Program

(W. Renehan, G. Heath, B. Johnson)

During 1972-73 ACER, in conjunction with the NSW Education Department, continued to produce and distribute tests in the NSW Primary Evaluation Program. The program, which started in 1961 as the NSW Basic Skills Testing Program, provides more than 1500 primary schools with tests in reading, listening, study skills, spelling

and mathematics. The tests are distributed in September of each year in response to requisitions from schools. During the year all tests except the mathematics tests written for metric measure, were revised for metrication. Minor changes were required in most tests. In August, arrangements were approved for the revision of Reading Test R and work on this has now commenced.

A number of independent schools in NSW have also continued to use all tests in the program. All tests are available for purchase by primary schools or teachers in any state.

Victorian Primary Schools Testing Program

During October 1972 tests were administered in reading, listening comprehension, spelling, punctuation, English usage, and mathematics. A brief report on the results of the mathematics tests has been made to the Curriculum and Research Branch of the Victorian Education Department. These results indicate a falling off in performance on the computational skills test since its earlier administration in 1964. Results on the other tests will be reported (and were chiefly intended as additional data) in connection with the Primary Schools Language Project, which has been referred to earlier in this report.

For the period 1973-74 ACER is investigating with the Curriculum and Research Branch the evaluation of children's information skills.

Co-operative Scholarship Testing Program 1973

(N. McBean, E. Watson)

This program was again conducted with the assistance of a policy committee representing heads of schools. Systems established over the last two years were used successfully in the 1973 program. Approximately 10,000 candidates were registered for the examination, which was held during the second term. These candidates were competing for scholarships at 115 independent schools.

The CSTP entrance scholarships to independent schools are available at two levels: level 1 (grade 6/7) and level 2 (grade 8/9). The battery was revised in 1971-72 placing more emphasis on scholastic aptitude than achievement and using a broader range of material more in line with the Commonwealth Secondary Scholarship Examination, but at the appropriate levels.

Trial testing for the current program was completed early in 1973. This provides sufficient new material for the 1973 and 1974 batteries; some of the material will then be revised, although no test will be repeated in its entirety.

Commonwealth Senior Secondary Scholarships Examination

(R. Wilkes, E. Watson)

A new system of awards, replacing the old Commonwealth Secondary Scholarships, was introduced in 1972. The number of awards made each year has been increased from 10,000 to 25,000 and their value is now partly subject to a means test; but the basis for the awards remains unaltered, i.e. the CSSE plus school ratings of candidates. The increased number of awards is reflected in an increase in the number of entries for the 1973 examination: over 115,000 candidates, from the third last year of secondary schooling, presented for the examination in July.

ACER's support for the administrative and data processing aspects of the program again involved a heavy commitment of work, concentrated in the months July to September, but extending over the greater part of the year. Work on the servicing side of CSSE commences in December with the determination of printing orders for materials used in data processing. April and May are occupied with the preparation of the Candidates' Information Bulletin and processing of school entry lists. During June, attendance rolls are produced. School ratings of candidates are checked and processed during July. All of these tasks involve close liaison with administrators in the various states and with the Monash University Computer Centre. From late July until September, a special centre is set up, using part-time staff, to handle the checking of test papers and the preparation of essays for marking. Computer files of results are established, checked and corrected during September and October, prior to the production of results. Press lists of award winners' names and other notifications of results are prepared during November. Summary statistics and other data regarding the tests in the CSSE battery are produced during December and January.

Tertiary Education Entrance Project Services

(R. Wilkes)

Since 1968 a number of tests has been produced for the purposes of experimental work in the field of selection for tertiary studies. Testing Services has been involved in administrative and data processing arrangements for several of these studies, including two projects in 1973.

The TEEP Policy Committee in Victoria arranged to administer the Australian Scholastic Aptitude Test (Series B) and the Australian Test of Written Expression to all potential 1974 entrants to tertiary institutions. The testing program was carried out over two days during July.

Administrative and data processing systems similar to those used in CSSE were adopted for the program. The work has been done under the direction of the TEEP Policy Committee and has involved co-operation with the Examinations Branch of the Victorian Education Department and the Monash University Computer Centre.

The Board of Secondary School Studies in Queensland administered the Australian Scholastic Aptitude Test to grade 12 students during July. ACER and the Monash University Computer Centre were asked, at short notice, to undertake data processing and related administrative work. A special system for handling school and candidate identification was devised. Results, to the specification of the Board of Secondary School Studies, will be produced by mid-November.

Test Norming Project

(R. Wilkes)

Most of the sets of normative data gathered through the testing programs of 1970, 1971 and 1972 have been published in test manuals. Some of these data were re-worked during the year by computer analysis using the negative hypergeometric distribution as the means of smoothing test score distributions. In addition to this work, there was a relatively small-scale norming program in November 1972. This program involved primary reading tests in grades 1 and 2 in Queensland, South Australia and Western Australia.

Test Scoring Services

(R. Wilkes)

Because of a number of factors, including pressure of other work and uncertainty as to the nature of various facilities for machine scoring of tests, there has been little progress during the past year in the area of test scoring services. A special system based on the optical scanning equipment at Monash University Computer Centre continues to be used for certain Testing Services projects. This system is now available for other ACER projects, and has been used successfully, but as yet it is not available to outside test users.

Miscellaneous Testing

(N. McBean, J. Baldwin, G. Heath)

As Melbourne test centre for the Educational Testing Service (United States), the ACER provided supervision for a number of examinations and continued to act in an advisory capacity for students requiring

information. A similar but smaller service was supplied for the Psychological Corporation of New York.

Long-standing service arrangements were continued. These include testing non-matriculants for the University of Melbourne's Schools of Engineering and Law, testing scholarship applicants for that university's residential colleges, testing scholarship applicants for the Commercial Travellers Association and providing a test marking service for a number of educational institutions.

Educational Advisory Services

(P. Jeffery, J. Eppinger)

Requests for assistance in the selection and interpretation of tests at all levels and in all subject areas have continued to increase. Our advice and guidance is also sought regarding administrative and organizational matters stemming from the use of tests, the availability and use of modern curriculum materials, and individualization or enrichment and remedial procedures.

The greatest single area of increase in demand for assistance has been from the teachers of junior secondary classes. It would seem that the effects of primary school practices, such as promotion in peer groups with individual progression within a grade level, are causing problems for teachers unprepared for the large variation in skills and abilities of their student intakes. Regrettably there is still a paucity of material suitable for such situations and this makes the advisory task in this area difficult.

An overall system has been designed and partially implemented for the more effective dissemination of information about materials acquired by the Advisory Services section. Only materials related to the accepted expertise and areas of interest of ACER are catered for, but some extra part-time clerical help was necessary to allow the extension of the existing test library to encompass some additional materials. The additional part-time clerical assistant will also be used in the operation of the materials evaluation system being established.

An increasing amount of staff time and energy is being devoted to the evaluation of tests and curriculum materials. Initially the task has been to structure a system for the continuing analysis of items which may satisfy perceived needs of teachers. Despite the best intentions of advisory staff, however, progress in materials evaluation has been slower than expected, as their time has been taken up with responding to traditional demands for individual assistance, preparation of Advisory Bulletins etc., and conducting group sessions to disseminate information.

One of a series of guides for use in evaluation of materials has been produced in trial format. This guide is for the use of academics under-

taking review of kit materials. The guide aims to provide a framework of questions which are thought to be generally appropriate to most kits of teaching materials. Other proformas for earlier and later phases in the compilation of a comprehensive evaluation of items of teaching and learning materials are under development.

Addresses given to teachers and others have provided valuable feedback regarding field demands on ACER generally and Advisory Services in particular. Consequently a clearer appreciation of the constraints operating on planned generalized information publications, possibly including some utilizing audio-visual media, has been gained.

Of three conferences attended by advisory staff one was in Sydney and the others in Melbourne. An effort to overcome the imbalance in service on a national basis is being made. Portable display equipment on which can be arranged semi-permanent displays on the nature of ACER and its activities, and displays on particular themes relating directly to topics being studied by groups of teachers, has been acquired. This equipment was used at Mirrabooka Teachers Centre and the SPATE Conference in the first half of 1973. Over 1,000 teachers attended the Mirrabooka Centre during the week the display was provided and approximately that number of leaflets were taken from the stand. Some 200 copies of the newly produced *Educational Catalogue* were collected from the display set up at the SPATE Conference. The displays will be available for interstate use when construction of transit cases is completed.

As mentioned above, a new edition of the *Educational Catalogue* was produced. *Advisory Services Bulletin No. 1, 1973*, which provides general information on ACER was revised and reprinted as were the 'Graded List of Materials' and 'ACER Publications' leaflets. These publications were distributed to 13,000 exit students of primary and secondary teachers colleges throughout Australia as usual.

Preliminary contacts have been made with some resource centres, teachers centres and the like with a view to enlisting their help in dissemination of information about ACER and possible co-operation in materials evaluation work.

Psychological Services

(D. M. Bradshaw, J. C. Jenkinson)

The year has been mainly one of routine activity with little time to spare for innovation. The addition of part-time clerical assistance shared with educational advisory services has eased some of the routine clerical work associated with the maintenance of mailing lists and qualifications files; but enquiries continue to mount, making the organization of time more difficult.

Mrs Jenkinson has been responsible for the preparation of three

annotated bibliographies on Articulation tests, Language tests, and Pre-school tests. The first two have been published, the third is almost ready for publication and a fourth, dealing with Pre-school tests for teacher use, is planned. The *ACER Bulletin for Psychologists* Numbers 18 and 19 have been published, producing the usual requests for further information or for loan of material. An increase of 250 in the number printed has been approved to meet increased requests to receive the Bulletin.

Copy has been prepared for a new edition of the *Personnel Catalogue*. There has been only one previous edition and, although requests for advice have not increased markedly, there is a steady sale of tests for selection and training purposes and the original catalogue is now outdated. It is proposed to produce the new catalogue xeroxed in loose-leaf form to reduce expenditure and to make alterations and additions more convenient.

Displays were prepared for the annual conference of the Australian Psychological Society and for a conference of teachers of the Intellectually Handicapped. Appreciation was expressed of both displays and undoubtedly the presentation of the display for the A.P.S. Conference will increase the strain on the test library. This has been very heavy: it is estimated that well over 1,000 loans of psychological material alone were made during the year, almost trebling last years loans.

Many informal meetings were held at ACER and elsewhere with a variety of groups including hospital psychologists, psychiatrists, school counsellors, psychologists from government departments and industry and remedial teachers, involving the preparation of collections of materials in specific testing and remedial areas. These discussions are usually fairly lengthy, but appear to be worthwhile and quite frequently benefit ACER through information we receive in the process.

There has been an increase in the frequency of requests for advice from state and commonwealth departments who wish to use testing procedures in staff selection.

Internally, Psychological Services staff have been involved in a consideration of overseas tests to meet demands in areas lacking in locally constructed tests. The most pressing need appears to be for group diagnostic tests in basic skills at the lower secondary levels.

The routine functioning of the Psychological Services section limits any expansion of activities and any plans for additional projects could be carried out only at the expense of the service already provided. However, a more organized effort to arrange for test evaluations is hoped for in the coming year. A certain amount has been done in this direction, and published in the *Bulletin for Psychologists*, but a great deal more is needed.

Two worrying issues have repeatedly cropped up during the year. One is the infringement of copyright; we have always realized that

infringements will occur, and that many test users experience frustration in obtaining overseas material at short notice. However, there are suggestions that the practice is becoming more blatant and in circumstances where material is readily available. We have inserted a warning in the current *Bulletin for Psychologists*, but we are not very optimistic about its having any deterrent effect. The other difficult issue is that of maintaining restrictions on certain tests. In particular there is some apparent conflict between ACER standards for release of tests, and advice given by the Victorian Psychological Council to some of the people it registers who do not meet the membership standards of the Australian Psychological Society.

Library

(Librarian-in-charge: C. A. Brown)

Research staff have continued to make extensive use of services provided by the library. A considerable number of requests are received each week for newly received material itemized in the weekly current information list, circulated to staff and Council Members. The list covers books, journals, newsletters, parliamentary debates, press clippings, press releases and microfiches. In the period September 1972 to August 1973, 10,330 items have been borrowed by staff, in comparison with 8,375 items in the same period 1971-72.

Emphasis continues to be placed on information retrieval services to the staff. Literature searches have been carried out, and enquiries answered. The future development of the information service given in the library may be assisted by the availability of machine searching of the ERIC tapes, held by the National Library. Experience in other types of library with access to computer assisted searching indicates that the Librarian has more time to evaluate material available and select appropriate references for the enquirer from the computer print out.

Documentation of information in the education field continues to be an ongoing task. The data base of the *Australian Education Index* continues to expand, and it remains the most comprehensive index to information on Australian education. There continues to be a demand for the 'Index' from subscribers, and it is used daily by the library staff in answering reference enquiries.

A Bibliography of Australian Education from Colonial Times to 1972 was updated and finalised in March, and published in June 1973. It has been well received and forms a useful preliminary list on which to base further work. It is proposed that a revised edition will be prepared to include material up to 1975, and this should be ready for publication in 1976. A considerable number of entries for the revised edition have already been collected.

There has been a growth in usage by staff of material on microfiche. The portable microfiche reader acquired during the year has contributed to this, as staff are now able to read the fiche in their offices or at home. The conversion of some library material to microform warrants consideration, as this method of storage both saves space and preserves fragile material. Developments in other libraries have indicated that microforms are useful in maintaining files of little used material, and in making copies more readily available to other libraries for research purposes. The main initial problems are evaluation and selection of the type of microform, purchase of readers and reader/printers, and selection of material for the microfilming program.

Following the inaugural meeting in Sydney in August 1971, meetings of education librarians were held in Melbourne in September 1972 and in Perth in August 1973. At each meeting, librarians from most states have been present, and links have been established between libraries to make information and material more easily available for educational research.

One result of this co-operation is the publication of *Serials in Education: A Union List*. The list is compiled from information sent to ACER by education libraries about their holdings of journals. A revised edition of the union list is in preparation for sale to libraries interested in the information it contains.

The ACER library continues to receive visits from librarians from Victoria and interstate, many of whom express interest in the organisation and activities of the library. These visits, and participation in seminars, conferences and workshops, provide a means for staff to exchange ideas and keep in touch with developments in the library field.

Publishing

(Officer-in-charge to July 1973: I. Fraser; from August 1973: D. Maguire)

As in previous years there has been a plethora of publishing activity for the small group involved. Mr Fraser was kept extremely busy right up to the time of his departure in July to pursue his career overseas.

It is almost a decade since Mr Fraser set up ACER's Publishing Division; in that time he has brought about significant improvements in the editorial and physical quality of the wide variety of materials published by the Council. Under Mr Fraser's care ACER publications have earned considerable praise for their presentation and accuracy. His concern for quality is reflected in the efficient publishing procedures and house style which he developed.

Metric Conversion

An important task carried out during the year was to examine the full range of ACER tests with a view to identifying changes necessitated by the introduction of metric units of measurement. Nineteen tests were converted and published during the year.

To keep major users in touch with the release of metricated versions of our tests we send a complimentary copy of each converted test and an accompanying leaflet which includes the text of the revised test questions, together with notes concerning consequent changes to score keys and manuals.

Some tests, because of the type and extent of the changes involved, do not lend themselves to straightforward conversion to metric units. Such tests require major changes and consequent school trials and analysis before they can be published as metricated editions. Work on these has begun, but meanwhile the non-metric editions of these tests will be reprinted as required.

Books and Periodicals in Production

At the end of August 1973 we had in production five books, four periodicals and a set of learning materials.

The books were:

Hierarchical Structure of Comprehension Skills (vol. 2), M. L. Clark
Teaching Behaviour and Pupil's Number Development, G. J. Allen*
Through a Rear-Vision Mirror, R. T. Fitzgerald
Directory of Philanthropic Trusts, revised edition, Cecily A. Brown
Malvern Project, B. Hawkins*

The periodicals were:

Bulletin for Psychologists, no. 20
Australian Education Index, vol. 16 no. 3†
Quarterly Review of Australian Education, vol. 6 no. 2*

The learning materials:

In production, as part of the Social Science Curriculum Project, are a set of learning materials centred on a study of social change as it has affected the lives of the native people of Bougainville. The Bougainville Case has been designed at ACER largely by B. M. Bullivant for use at levels ranging from about Grade 9 (Forms 2 or 3) to Grade 11 (Forms 4 or 5). It is the first of a planned series of kits examining selected principles of society and culture.

* Published in November 1973.
† Published in September 1973.

Books and Papers

(Completed by August 1973)

The Predictive Validity of the 1966 Commonwealth Secondary Scholarships Award
(ACER Research Series No. 90) by R. E. Wilkes and T. E. Noble. The report of a follow-up study of candidates for Commonwealth Secondary Scholarship Awards in South Australia, New South Wales, and Victoria.

Teachers for Commonwealth Schools by W. D. Neal and W. C. Radford. A report commissioned by, and for the exclusive use of, the Department of Education, Canberra. (The final edition was published by the Australian Government Printer, using ACER masters for the text.)

English and Its Assessment by Jillian Maling Keepes and Bernard Rechter. The study that led to this report began in 1969 when ACER undertook a research project commissioned by the Victorian Universities and Schools Examinations Board. The two major aims were to investigate the reliability and consistency of the English Expression examination marks, and to appraise the validity of an English Expression examination as a compulsory requirement.

Hierarchical Structure of Comprehension Skills (vol. 1) (ACER research Series no. 91) by Milton L. Clark. The author reviews the evidence for hierarchical cognitive structure of reading and listening comprehension in terms of a number of different models.

Science Achievement in Australian Secondary Schools (ACER Research Series no. 92) by Malcolm J. Rosier. The main purpose of the report is to provide the Australian schools that participated in the IEA Science project with some of their school results, and to show the contribution of the schools to overall state patterns of science achievement.

Bibliography of Australian Education compiled by Cecily Brown. This is the first comprehensive list of books on Australian education published. Entries are included for works published up to and including 1972. Major sections of the bibliography deal with nineteenth century education, educational theory, educational practice, the process of education, students, and schools.

From Testing to Teaching in the Humanities by Audrey Grant and Graeme Withers. The two authors discuss ideas and resources for use at the upper secondary school level drawn from the Humanities paper of the Commonwealth Secondary Scholarships Examination 1971. The actual 1971 Humanities paper has been reprinted.

Career and Salary Structures of Teachers in Government Schools in the Australian States and New Zealand. Revised edition May 1973. The statements in the original July 1972 edition have been revised. It is believed that the information is complete and accurate for the Aus-

tralian states as at 20 March 1973, and for New Zealand as at the end of March 1973.

Books for the Retarded Reader by J. A. Hart and J. A. Richardson. Fifth edition prepared and revised by J. A. Hart. This edition follows closely the original work, adopting the format and detailed presentation which were devised by the co-authors.

Report on Victorian Primary Schools Testing Programs 1969-1970. Prepared by W. T. Renehan and R. E. Wilkes. The 1969 and 1970 programs broke new ground, in that tests were developed for measuring comprehension of textual material and understanding of words in social studies. However, the 1970 program was also used to re-examine standards in listening comprehension.

Major Tests

The Publishing staff has been responsible also for major publishing activities in tests. Amongst the substantial printings done (involving all normal publishing steps) were those of, the Progressive Achievement Tests, the ACER Biology Diagnostic and Achievement Tests, the Australian Tests of Scholastic Aptitude and Written Expression, the CSSE Tests, the Co-operative Scholarship Testing Program, the grade 4 Test of Learning Ability, the ACER Primary Reading Survey Tests, the ACER Word Identification Test and the Kindergarten Behavioural Index. Associated with most of these were Answer Keys, Instructions for Administration, and Manuals or Teacher Leaflets. In addition a Technical Supplement and Score Keys were published for the AM Tests; and a Teachers Handbook, Technical Supplement, and Norms Supplement for the Primary Evaluation Program.

Periodicals

Quarterly Review of Australian Education: The numbers published since the last annual report are: 'Emerging Issues in the Seventies', (vol. 5 no. 3) by R. T. Fitzgerald; 'Teaching to Listen' (vol. 5 no. 4) by Milton L. Clark and Steven G. Meredith; 'Whither the Australian Agricultural Colleges?' (vol. 6 no. 1) by Alan W. Black and 'Socialization in Australian Schools' (vol. 6 no. 2) by P. W. Musgrave.

Bulletin for Psychologists Numbers 17, 18 and 19 were produced and distributed.

Australian Education Index The four bi-monthly numbers and the annual cumulation were published as planned.

ACER Newsletter Numbers 14, 15, 16 and 17* were published, featuring articles on such topics as: CSSE Research Studies, Language

* Number 18 appeared in November 1973.

and Conceptual Abilities of Pre-school Children, Australian Test for Admission to Advanced Music Studies and the Australian Education Index. A personal view of his revisit to Australia was given by W. D. Neal in his article 'Australia Revisited—Some Impressions'. A supplement was included in issue No. 17 summarizing the ACER Program for 1973-74-75.

IEA (Australia) Newsletter No. 2: included in this issue was the announcement of some international results from IEA studies.

Reprints

Listening Aids Through the Grades, by D. H. and E. F. Russell.

Some Cognitive Skills in Aboriginal Children in Victorian Schools (Progress Report 2), by D. W. Bruce, M. Hengeveld, W. C. Radford.

Catalogues

ACER Educational Catalogue The catalogue provides detailed entries for the items carried in stock at ACER to meet the requirements of teachers in government departments and institutions, universities, schools, and psychologists.

Books available from ACER This catalogue covers books in ACER's range of publications. It is published mainly for the use of booksellers.

Price List for Psychological Catalogue Items

Staff

During my absence from the end of April to mid-September, mainly on Long Service Leave, Dr Clark acted as Director. It was a period of importance to the ACER for financial and other reasons. I am grateful to him for the thoroughness and care with which he handled a number of difficult issues during that time; as well as to the staff as a whole for maintaining the level of productive activity of which the previous pages of this report give detail.

During the year there have been general increases in wages and salaries throughout all levels of Australian society, and the ACER's staff have participated in these. Early in the year we found it necessary to reconsider the basis on which we paid our clerical and technical staff; after examination of a number of possibilities we decided to use appropriate levels of the Commonwealth Public Service scales, and to adjust ACER payments accordingly. The 'Campbell Report' on academic salaries has also led to considerable upward readjustment of salaries for research and other professional staff. The Executive of the

Council after considering both our previous structure and the recommendations of the Campbell Report approved a small reduction in the number of categories of research staff, classifications which did away with overlapping salary scales. The opportunity was also taken to place library staff on an appropriate scale.

Appointments and Resignations

There has been considerable movement in the clerical staff, but less since we made the adjustment referred to above. There has also been relatively small outward movement of professional staff. A number of short-term appointments have, however, ended and others have been made for particular projects.

As foreshadowed in the 1971-72 report Mr P. Jeffery joined the staff late in 1972 as Senior Educational Advisory Officer. Miss R. Combes joined us for a brief period on a part-time basis to help develop materials of potential value in pre-school child development.
Miss F. Headlam and Mr A. Wright joined the General Research staff to assist in the poverty enquiry, Mr D. W. Pettit to assist in the study of school and community, and Mr C. Slee to assist in the analysis of school and home environment. Mrs H. McGeorge left our General Research staff. Her work was taken up by Mrs E. S. Sidell.

Mr C. B. Kings, Mrs D. Koch, Mrs M. Batten and Mrs H. A. J. Rowe joined the staff of Test Development, the latter on permanent appointment to deal principally with work of a psychological nature. Mr D. Arney resigned from Test Development during the year. Mrs C. Ryan left the staff of Testing Services and Mr G. K. Heath joined it to assist with the service programs that the Council operates.

Mrs M. Ayres replaced Miss J. Walker to work on the Social Studies Kit, when the latter returned to teaching.

Mr D. Maguire and Miss L. Bauchmann took over publishing duties from Mr I. Fraser and Mrs P. Jones following the resignations of these officers. Mr Fraser returned to the United Kingdom and I am pleased to know that he has taken up a post in the special projects division of a major British publisher.

In the Library Mrs J. Browning and Mrs D. Whithear have filled the places left by the resignations of Miss Harrigan and Mrs Stevenson.

Mr and Mrs R. McDowell who had been assisting me in the survey of research in Australia and in the survey of teachers for Commonwealth schools, finished their one-year appointments in December last. Mr McDowell has recently advised us that he is to take up an appointment with NFER.

Visiting Staff

Mr T. S. Duff completed an eight months stay with us last April, while on sabbatical leave from the University of Auckland. He participated fully in the study of listening skills that Dr Clark is directing. We benefited from his presence, and believe that he found his time with us of considerable value.

Secondments

Through the generosity of the Western Australian and Victorian Education Departments, we have had the services during 1973 of four seconded teachers. Mr R. Hanna completed his twelve months practical experience as an artist with ACER prior to commencing his period of formal professional training at the Victorian Technical Teachers College. The Victorian Education Department arranged for Mr G. A. Coleman to join ACER for the same purpose. Both have worked principally with Publishing. Miss J. O'Shea from Victoria has been helping in our test development work and Mrs I. Alfred, also from Victoria, with the appraisal of tests and other material used in teaching English to migrants whose command of English is not good. Mr J. Thomson from Western Australia came to us with a background in research and experiment and has already been deeply involved in a number of psychometric and test studies.

For the item banking project (see p. 25) secondments were made by South Australia (Mr J. Gaffney and Mr J. Wilmhurst) and Queensland (Mr G. Greddin). Their help in editing items and in developing new ones is proving very valuable.

Travel

During the year, apart from the Director's visits to a number of educational institutions in the UK, Europe, Canada and USA, while on long service leave, Mr Fitzgerald was the only member of staff to spend a substantial period overseas, his trip including visits to educational institutions. The theme of Mr Fitzgerald's tour of study was examining new approaches to the education of older adolescents in Europe, North America and New Zealand. He visited a number of centres including the International Bureau of Education at Geneva, UNESCO and OECD in Paris, and Teachers College, Columbia University in New York. Visits to new types of tertiary institution as well as to schools and universities provided much useful data.

Other international travel this year has been limited to:

(a) New Zealand, where Mr Wilkes in February-March 1973 conducted a workshop and seminars on examining in accountancy, in conjunction with the NZCER; Mr Rechter, in April 1973, addressed a subcommittee of the New Zealand Education Development Conference, and with Mr Renehan and Mr P. Thomson carried out trials of senior scholarship aptitude tests;

(b) Stockholm, in May 1973, where Dr Keeves participated in the release of press reports on the IEA project and spoke on the Australian data.

Several members of staff attended conferences in each state, and at one time or other during the year we have been represented in all capital cities when staff have undertaken duties related to their various projects. In this way the ACER has continued to maintain valuable contact with key personnel in many other places involved in the different areas of research and development of particular concern to us.

Lecturing Appointments and other Professional Tasks

Senior staff continue to be called on to give lectures and to undertake seminar leadership at Victorian universities as well as to be examiners for public examinations. In 1973 Dr Clark has been lecturing in Educational Psychology to Dip.Ed. students at Monash University. Dr Keeves has been lecturer in charge of an M.Ed. unit at the University of Melbourne on Educational Environment and Student Achievement. Dr de Lemos has again given a course also to M.Ed. students at Melbourne on Cognitive Development: Piaget's Major Contributions. Mr Rosier has continued his assignment at La Trobe School of Education lecturing on Introductory Statistics for education and the interpretation and design of experiments in education. Mr Rechter has run the half year course in Measurement in Education at Melbourne for B.Ed. students, and also lectured in Principles of Teaching at Monash University. Mr Rechter has also been an examiner in Chemistry for the Higher School Certificate in Victoria, and Mr Wilkes for Economics at the same level. Both Mr Rechter and Mr Wilkes are members of committees helping the Victorian Universities and Schools Examinations Board.

I am pleased to report also that Mr Rechter has been appointed to the Council of Monash University, Mr Fitzgerald to the Academic Board of the Victorian State College and Dr Keeves to the reconstituted Council of the Institute for Early Childhood Development of the State College of Victoria (formerly the Melbourne Kindergarten Teachers College).

Appointment to the Australian Government Commission on Poverty

Early in 1973 Mr Fitzgerald was invited by the Australian Minister for Social Security to join the Australian Government's Commission on Poverty, to add to its enquiries an element concerned with the effect of poverty on education. After discussion of Mr Fitzgerald's commitments to the ACER program I decided that the kind of enquiry envisaged was in line with his work at ACER, and advised the Minister that under these circumstances I was sure ACER could contribute to the enquiry. Mr Fitzgerald has therefore joined the Commission of enquiry, and a special grant for 2 years has been provided to ACER to expand its enquiries into aspects of continuing (or recurrent) education and alternatives in upper secondary education, in so far as these affect adolescents from poor families.

Professional Affiliations

Many of the staff play active roles in professional associations of one kind or another. The contacts made prove very valuable, particularly in keeping us informed of frontier thinking and activity. Dr Clark's membership of the Council of APS, Mr Rosier's tenure of the secretaryship of the Australian Science Teachers Association and Mr Fitzgerald's recent involvement in the establishment of an Australian Comparative Education Society are current examples of the nature of our contacts.

Director's Activities

As foreshadowed in the last report, I resigned at the end of 1972 from both the Victorian Regional Committee of the Winston Churchill Memorial Trust and from the Australian Broadcasting Control Board. My term of office on the Council of the Australian College of Education also ended with the Annual Meeting of 1973. Late in 1972 I also ended my association with the research and investigation subcommittee of the Australian Commission on Advanced Education, and in February last my association with the Victorian Consultative Council on Pre-School Child Development. I expect to be more heavily involved in 1974 in the AARE, however. It is expected that the 1974 Annual Conference will be in Melbourne in November of 1974.

Higher Degree Work

A number of staff have undertaken higher degree work this year.

Mr Fitzgerald has presented his thesis for a Ph.D. at La Trobe University;* Mr Rosier and Mr Rechter have commenced Ph.D. programs at La Trobe University; Mr Foyster is working towards an M.Sc./Ph.D. in general relativity at University of Melbourne; Mr Bell, Mr Kings and Mr P. Thomson are working towards M.Ed. by thesis at La Trobe University; Mr Lumbers in a similar way at Monash; and Mr Ross, Mrs Segall and Mr Wilkes have been working on M.Ed. (thesis) at University of Melbourne. Mr J. Thomson completed work begun before his secondment to ACER this year and presented an M.Ed. thesis to the University of Western Australia.

Finances and Administration

(Senior Executive Officer: J. M. Drummond)

BUILDINGS AND ACCOMMODATION

(Administrative Officer: C. Noble)

In addition to the accommodation in the main Frederick Street premises, staff are housed above the 'Walker's Store' area at 672 Glenferrie Road and in the cottage, No. 20 Wakefield Street. Recruitment of additional staff, mainly for certain grant-aided projects, has strained the available accommodation.

It is highly desirable that the Council should expand its quarters on the whole of the Frederick Street site and bring all units back under the one roof. With long term needs in mind, title for the whole of the Frederick Street-Wakefield Street area has been consolidated and plans for extension of the existing headquarters have been prepared by our architects and submitted to the Board of Works for approval. These plans provide for an extension of the Frederick Street offices over the existing car park; this will necessitate the demolition of No. 20 Wakefield Street. The proposed extension would be mainly on one level but the plans provide for two floors on the area nearest to the existing offices. It seemed doubtful whether car parking accommodation would be adequate to meet the requirements of the Hawthorn City Council and an opportunity was taken to purchase the cottage, No. 3 Frederick Street, before auction. The land would provide, in conjunction with the parking spaces under the proposed Wakefield extension, sufficient places to meet the City Council's regulations if the extension is proceeded with.

These plans, as well as alternative ways of meeting ACER's accommodation needs, have been discussed with the Australian Depart-

* In November 1973 Mr Fitzgerald was advised that he had been awarded the Ph.D. for his thesis: "Factors in Change and Education: a Perspective on the Seventies from the Forties".

ment of Education, Canberra, in the hope that capital grants for building might be made to the ACER in addition to the existing annual grants for some of our recurrent expenditures. In the short term the Council seems committed to renting accommodation to meet its needs.

TRADING

The Distribution Services Division* is responsible for all the functions involved in our trading operations including inventory control, procurement of stock, invoicing and despatch of sales orders. In addition it provides a service to other sections within ACER by distributing such items as subscription journals, testing program materials and test library loans.

Trading activity has continued to expand. Excluding royalties and subscriptions to journals the gross sales income was $605,693. The nett sales figure of $600,340 compares with $501,578 in 1971-72. There has now been nearly 100 per cent growth in the five year period since 1967-68 when $310,000 was received.

The major increase in sales has been in the test area. Before credits, we received $356,008 from the sale of tests (compared to $284,256 in 1971-72), $186,557 from educational materials ($171,964 in 1971-72), $32,457 ($22,433 in 1971-72) from books and $30,671 ($29,265 in 1971-72) from 'Special' import and printings of items not catalogued or normally held in stock.

We now catalogue and hold stocks of some 250 tests and teaching aids (1,100 separate components) and 200 book titles. In last year's report it was reported that a limited number of items provided a relatively high percentage of our income, and this position is basically unchanged. Twelve items each with sales in excess of $10,000 produced sales of $257,000 representing 42 per cent of the total. An additional seventy-three items with sales between $1,000 and $10,000 produced a total of $222,000 and 37 per cent of the total. The remaining three hundred and sixty-five items cumulated sales of $127,000 or 21 per cent.

The ten most profitable items were, in rank order: the ACER AM Mathematics Tests, ACER Biology Tests (rev. Form 5), Standard Progressive Matrices, Test of Learning Ability, Wechsler Adult Intelligence Scale, ACER Biology Tests (Series M), Wechsler Intelligence Scale for Children, ACER Intermediate Test D, Illinois Test of Psycholinguistic Ability, and the ACER Primary Reading Survey Tests Form R. Seven of these items appeared in the first ten last year. The three new items included in this group this year are the ACER AM Mathematics Tests, ACER Biology Tests (rev. Form 5), and ACER

* E. McIlroy is Officer in Charge of the Division reporting directly to the Senior Executive Officer.

Primary Reading Survey Tests Form R. Each of these series was published during 1972-73 and their combined income makes up a large part of the total increase in sales in 1971-72 from the test area.

Income from all items of educational materials continued at a high level. Four hundred WARDS kits were supplied to the NSW Education Department, and in accordance with the original publishing agreement 200 kits ordered by the Western Australian Education Department were supplied at cost price. Bulk orders from the Queensland Education Department for the four levels of Peabody Language Development Kits were a significant factor in the high level of sales of these kits. The introduction of Dr Stott's Flying Start—Learning to Learn Kit to our stock range was well received with initial sales of 200 kits.

Included in the amount of $32,457 from the sale of books is an amount of $12,400 credited to the Publications Fund as income derived from the sales of research series and occasional papers. Only five books produced an income exceeding $1,000 in the year, viz *Books for the Retarded Reader, Listening Aids Through the Grades, Reading Aids Through the Grades, Planning in Australian Education* and *From Testing to Teaching in the Humanities.* Special printings for the Queensland, South Australian and Western Australian Education Departments of the 5th Edition of *Books for the Retarded Reader* resulted in a return of $6,000 from this title.

In September 1970 our previous free freight policy was amended by the introduction of a surcharge of 2½ per cent of invoice value necessitated by increased postal and other freight charges. With a continuation of this trend the surcharge was increased to 5 per cent from September 1972. Effectively, we have maintained a policy of equal prices for supply to anywhere within Australia.

Pricing policy was subject to a major revision during the year. There are three basic sources of supply of our stock range: items published by ACER and printed in Australia, items imported from overseas and items purchased from Australian publishers or from the Australian agent of the overseas publisher. For ACER published items prices are based on the Australian cost of production, for imported items prices are based on the landed cost and in the third category the retail price is established by the Australian publisher/agent.

The prices of ACER published items had been maintained constant over a period of increased printing and wage costs and required amendment to re-establish previous cost/selling price ratios. Excluding recently published items prices were increased by 10 to 20 per cent. With the change of the conversion rate of the Australian dollar to overseas currency, resulting from both Australian revaluation in January 1973 and USA devaluation in February 1973, there was a reduction in landed cost of imported items. Prices were recalculated

to pass on the complete cost reduction, and after adjustment for variable trade terms the reductions were in the range 10 to 20 per cent.

New price lists incorporating these revisions and effective from May 1973 were printed and distributed.

FINANCE

(Accountant: P. M. Staurenghi)

General Grants

Last year's report indicated that the general government grants had been increased from the previous level of $100,000 per annum to $140,000 and that the question of a regular review of the amount of general grants would be raised in 1973. Representations were accordingly made for a substantial increase in the grants for the financial years 1973-74 onwards. The request received favourable consideration at the Annual Meeting of the Australian Education Council and it was further discussed by the Ministers of Education on 15 June. As a result a recommendation was made to the respective Treasuries that the grant be increased to $267,000 in 1973-74. We have been advised that all Australian governments have agreed to the increase and included the revised amount in their budgets for 1973-74.

Special Grants and Contracts

During the financial year grants and contracts for special studies totalled $96,325. The principal purposes served were:

- survey on teachers for Commonwealth schools
- research into Commonwealth Secondary Scholarships
- development of science tests for secondary schools
- studying the achievement of Aboriginal children in Victorian schools
- studying the achievement of migrant children in Victorian primary schools
- aspects of ability in reading and listening
- cognitive and language development of pre-school children
- follow-up of Population II students tested in the IEA study in 1970
- development of a tertiary admission music test
- aspects of oral and written language in primary schools
- training of educational researchers
- social science curriculum evaluation
- a sociological study of school and community
- IEA—transition from school to tertiary study
- research and development of scholastic aptitude tests for tertiary students

- further study of influence on achievement of home environment and school variables.

Service Contracts

Test development and services (including the processing of test results) continued for contracts related to the Commonwealth Senior Secondary Scholarship Examinations, the Victorian Primary School Testing Program, the New South Wales Primary Evaluation Program, the Co-operative Scholarship Testing Program, and Science Tests funded by the Victorian Education Department. These, together with a number of smaller testing services, provided an income of $436,867.

Trading

Trading income has been referred to elsewhere in this report. It is of interest, however, that $230,108 was obtained from the sale of ACER publications compared with $370,232 from other publishers' books, tests and materials for which we have agencies. ACER books, aids and material provided an income of $67,642 and tests accounted for the remaining $162,466 income from our own publications. On the other hand, overseas books, aids and materials grossed $163,805 and tests $206,427. The overseas items have enabled us to provide a useful service to teachers, complementing our own publications.

After allowing for all expenses (including meeting the full costs of Advisory Services) a surplus of $140,838 was recorded from trading. This enables us to provide other services, and to undertake more research and development than can be paid for from our annual grants.

General

The total income from all sources in 1972-73 was $1,322,761. After meeting all expenses, including some $100,000 in increased salary payments as a consequence of National Wage determinations and implementation of the recommendations of the Campbell Report, there was a surplus of $12,401 for the year instead of the anticipated deficit. This can be attributed to a late surge in trading income and the deferral of staff appointments planned in some areas. It is of considerable import that whereas for 1973-74 we anticipate income in excess of $1,500,000 this is offset by the fact that to maintain staff at our current strength salaries alone will absorb over $200,000 more than in 1972-73. Since other costs have risen we face a deficit for 1973-74. The alternative of reducing the scale of our activities is an unhappy thought in the light of the contributions referred to in this report.

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ACER Staff

DIRECTOR

W. C. Radford, M.B.E., M.A., M.Ed., Ph.D., LL.D(Hon), F.A.C.E.

ASSOCIATE DIRECTORS

Measurement, Advisory and Publishing
M. L. Clark, B.A., B.Ed.(Hons), Ph.D., M.A.Ps.S., M.A.C.E., A.A.I.M.

Research and Curriculum
J. P. Keeves, B.Sc., Dip.Ed., M.Ed., Ph.D., fil.dr. (Stockholm), M.A.C.E.

SENIOR EXECUTIVE OFFICER

J. M. Drummond, F.C.A.

GENERAL RESEARCH

(Mrs) M. M. de Lemos, M.Sc., Ph.D.
R. T. Fitzgerald, M.A., Dip.Ed., M.A.C.E.*
M. J. Rosier, B.Sc., M.Ed.
(Mrs) I. Alfred, T.P.T.C. (seconded from Vic. Ed. Dept.) (from 19.2.73)
P. Di Leo, B.A.
(Miss) F. Headlam, B.A., Dip.Lib. (from 25.6.73)
(Miss) B. Johnson, B.A., Dip.Ed.
(Mrs) L. P. Larsen, B.A., T.P.T.C., T.I.T.C. (part-time)
(Mrs) J. K. Matthews, B.A., Dip.Ed.
S. G. Meredith, B.A. (Hons)
D. W. Pettit, M.A.(Oxon), Dip.Ed.(London) (from 11.5.73)
K. N. Ross, B.Sc., B.Ed.
(Mrs) P. F. Segall, B.A., Dip.Ed.
(Mrs) E. S. Sidell, B.S.(Mass.) (part-time)
C. Slee, B.A. (Hons), Dip.Com.Sc. (from 15.1.73)
J. Thomson, B.Sc., B.Ed. (seconded from W. Aust. Ed. Dept.) (from 16.6.73)
(Mrs) W. Williams, B.A. (part-time)
A. Wright, B.A., Dip.Ed., L.Th., M.A.C.E. (from 25.6.73)

MATERIALS DEVELOPMENT

(Mrs) J. Tyler, B.Sc.
(Mrs) M. Ayres, B.A., Dip.Ed., S.T.Dip. (part-time) (from 3.1.73)

* Ph.D. (La Trobe) awarded Nov. 1973.

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TEST DEVELOPMENT

B. Rechter, M.Sc., B.Ed., M.A.C.E.
(Miss) J. Baldwin
R. Bell, B.A. (Hons), M.A.Ps.S.
J. M. Foyster, B.Sc.(Hons), T.S.T.C.
(Miss) A. Grant, B.A., Dip.Ed.
(Mrs) B. Hay, B.A.(Hons) (part-time)
(Miss) D. M. Johnston, B.A., Dip.Ed.
C. B. Kings, B.Sc.(Hons)(London), Cert.Ed.(Leeds), Dip.Sc. Hygiene(Hons), A.K.C., Dip.Phys.Ed., M.I.Biol., B.Ed.(Q'ld) (from 10.4.73)
(Mrs) J. Knight, B.A., Dip.Ed.
(Mrs) D. Koch, B.A., Dip.Ed. (from 23.7.73)
J. Lumbers, B.Sc., Dip.Ed., Dip.T.
(Miss) J. O'Shea, B.Sc., Dip.Ed. (seconded from Vic.Ed.Dept.) (from 13.2.73)
K. Piper, B.A.(Hons), Dip.Ed.
(Mrs) H. A. J. Rowe, B.A.(Hons) (from 6.8.73)
P. Thomson, B.Sc.
G. P. Withers, B.A., A.C.C.T.

TESTING PROGRAMS AND SERVICES

W. T. Renehan, B.A., B.Ed., M.A.Ps.S.
G. K. Heath, B.A.(Hons) (from 12.2.73)
(Mrs) N. McBean, B.A., Dip.Ed.
(Miss) E. Watson, B.A.
R. E. Wilkes, B.Com., B.Ed.
(Miss) J. E. Prior
(Mrs) J. Tyson

ADVISORY SERVICES—EDUCATION

P. Jeffery, B.A., T.P.T.C., M.A.C.E. (from 4.12.72)
(Mrs) J. Eppinger, T.P.T.C.
(Mrs) P. Burns (part-time)

ADVISORY SERVICES—PSYCHOLOGICAL

(Mrs) D. M. Bradshaw, B.A., Dip.Ed., M.A.Ps.S.
(Mrs) J. C. Jenkinson, B.A., M.A.Ps.S. (part-time)

LIBRARY

(Mrs) C. A. Brown, B.A., Dip.Lib., A.L.A.A.
(Mrs) B. Barclay (from 22.8.73)
(Mrs) J. Browning, A.L.A.A. (from 2.4.73)

(Mrs) M. Findlay, A.L.A.A.
(Mrs) E. V. Schultz, A.L.A.A.
(Mrs) D. Whithear, B.A., Dip.Lib. (from 7.5.73)

PUBLISHING

D. Maguire, H.N.C. (from 6.8.73)
(Miss) L. Bauchmann, B.Sc. (from 12.2.73)
G. A. Coleman, Dip.A.D. (seconded from Vic. Ed. Dept.) (from 8.1.73)
(Mrs) M. A. Taylor (from 2.8.73)

ACCOUNTANCY

(Miss) P. Staurenghi, B.A., B.Com.
(Mrs) P. L. Arnold (part-time)
(Mrs) M. Crisp
(Mrs) T. Wilson (part-time)

ADMINISTRATION OFFICER

C. R. Noble

SALES AND DISTRIBUTION

E. P. McIlroy
(Mrs) M. E. Clarke
S. Dymond (from 6.8.73)
(Mrs) M. Engellener (part-time)
B. Fulton
P. Gale (from 7.5.72)
(Mrs) J. Harding
(Mrs) I. Miller
(Mrs) J. Russell
J. Wilson
M. Wirth

SECRETARY TO DIRECTOR

(Miss) K. A. Saunders

SECRETARIES TO ASSOCIATE DIRECTORS

(Mrs) M. Balloch
(Mrs) G. Dobell

OFFICE

(Mrs) J. D. Turnbull

(Miss) J. Abbott (from 11.12.72)
(Mrs) Y. Allen (part-time)
(Mrs) B. Anderson (from 2.4.73)
(Mrs) O. Cowan (part-time)—Test Development
(Miss) R. Dods—Testing Programs and Services
(Mrs) C. Domini—Test Development
(Mrs) L. Fordham (part-time) (from 19.3.73)
(Mrs) K. Goodluck
(Miss) C. Graafmans (from 20.8.73)
(Mrs) E. Krizos—Advisory Services, Education
(Mrs) I. Lyons—Test Development
(Mrs) M. MacKinnon (from 5.2.73)
(Mrs) M. Moyle (part-time)—Advisory Services, Psychological (from 28.3.73)
(Mrs) D. Parry
(Mrs) H. Smith (from 5.2.73)
(Mrs) A. Stevenson (part-time) (from 7.2.73)
(Mrs) M. D. Webb (part-time) (from 27.10.72)
(Mrs) I. Wiseman (part-time)—Test Development

CLERICAL ASSISTANTS

(Mrs) C. Bayley
(Mrs) S. Haynes (part-time) (from 13.6.73)
(Mrs) P. Lansdell—Test Development
(Mrs) M. Peel (part-time) (from 3.1.73)

TECHNICAL ASSISTANTS

(Mrs) E. D. Cooper (part-time) (from 7.2.73)
(Mrs) M. Corfe

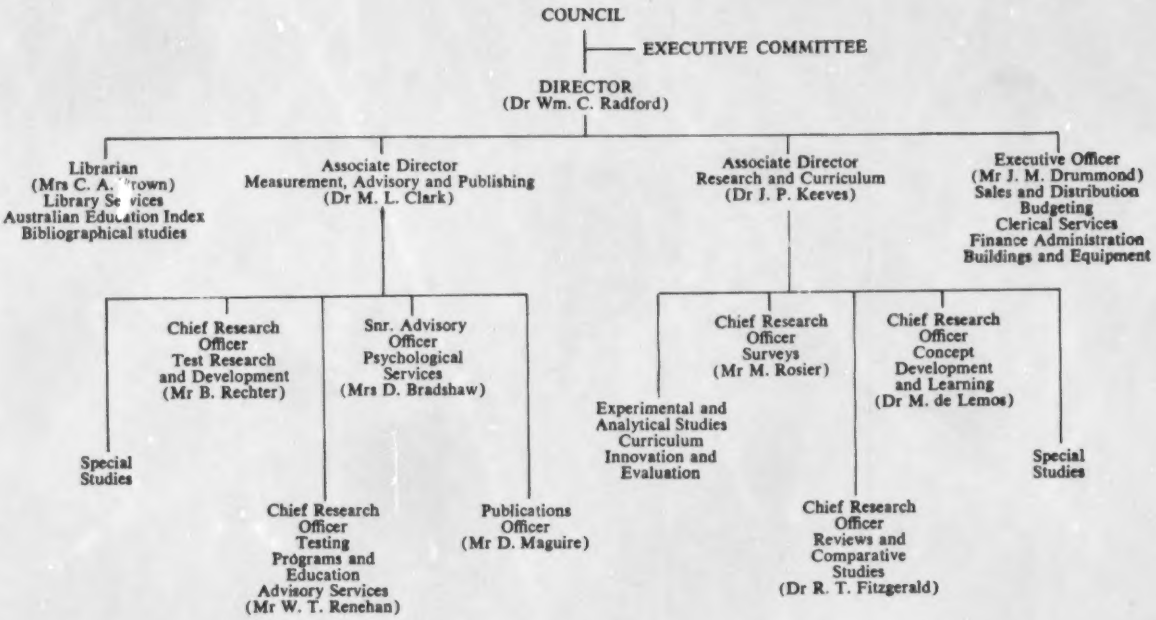
HOSTESS

(Mrs) M. Palmer

BUILDING OFFICER

G. Johnson

Organization Chart



Contributors to Council Funds

The Council acknowledges, with thanks, the following contributions received during the financial year ending 30th June, 1973:

Australian Governments:	**General Grants for Research**
Australia	$70,000
New South Wales	26,692
Victoria	19,320
Queensland	10,273
South Australia	6,257
Western Australia	5,040
Tasmania	2,428
	$140,010

Special Grants for Research Projects

Australian Advisory Committee for Research and Development	$38,268
National Council for the Social Sciences (through Australian Government)	5,000
Ministry for Aboriginal Affairs—Victoria	11,000
Department of Immigration—Australia	4,318
Department of Education—Australia	5,800

State Institutes for Educational Research

Nature and Function

The state Institutes are autonomous bodies, each nominating one representative to the governing body of the Australian Council for Educational Research, and co-operating closely with it when occasion requires. In 1956, at a meeting held in Melbourne, these representatives formulated the following statement of the nature and functions of an Institute. In general, as the reports printed later will show, they carry out the functions in different ways and with different emphases.

'The object of the Institute is to act as a learned body devoted to the promotion of study and research in education, emphasizing the scientific study of educational problems, by means of the following activities:

A. Disseminating
   (i) research, either
      (a) the results of specific pieces of research done by members; or
      (b) reports on the collection of research information;
   (ii) opinion and accounts of practice in education.
B. Participating in
   (i) the discussion, planning and criticism of research projects,
   (ii) the active carrying out of research projects.
C. Establishing areas of contact with other educational groups.'

Membership on Council of ACER

The term of office of an Institute representative on the Council of the ACER is four years, and the dates of appointment are arranged to provide a continuity of membership of the Council.

NEW SOUTH WALES

Office Bearers

Patrons: Professor C. R. McRae; Dr G. E. Phillips*
President: Dr R. Rawlinson
Vice-Presidents: Professor J. Keats, Mr D. Trathen, Miss J. Fry
Hon. Secretary: Mr C. von Sturmer
Hon. Treasurer: Mr L. Whiteman
Assistant Secretary: Mr J. Sheppard
Librarian/Research Officer: Mr D. Thew
Assistant Editor, Australian Journal of Education: Dr R. Rawlinson
Delegate to ACER: Professor J. Keats

* Dr G. E. Phillips died during 1973

Alternative Delegate: Associate Professor R. Debus
Additional Committee Members: Mr J. C. Nield, Associate Professor R. Debus, Professor D. Spearritt, Mrs D. Thew, Mr J. Shellard (as Bulletin Editor), Mr G. D. Hermann
Co-opted Member: Mr C. Field.

Meetings

November 1972. University of Sydney (Department of Education). 'An Account of Some Aspects of The Sydney Adolescent Study'.
December 1972. Panel Discussion: 'The Development and Education of Adolescents'.
April 1973. Mr D. Swan: 'Future Directions in Primary Education and Implications for Educational Research'.
May 1973. Dr J. Keeves: 'Educational Environment and School Achievement'.
May 1973. Professor Margaret Mead: Untitled address on educational and sociological matters of interest.
June 1973. (With Macquarie University) Professor J. I. Goodlad. 'The Teacher in Curriculum Change'.
July 1973. (With Macquarie University) Professor J. Wrigley. 'Far-Reaching Curriculum Innovation in The Schools Council'.
September 1973. Associate Professor J. Goodnow: 'Children's Graphic Behaviour: Writing, Copying, Drawing, Mapping'.
October 1973. Professor Wilbur H. Dutton: Analysis of Teacher Effectiveness in Relation to Behavioural Objectives'.

Membership

This totals 135.

Newcastle Branch

Office Bearers (from 31.7.73)
President: Mr J. Bennett
Vice-Presidents: Associate Professor J. W. Staines, Mr G. H. Duncan, Mr E. Crago
Secretary: Mr R. R. Milne
Treasurer: Mr L. Pennington
Librarian/Research Officer: Mr R. R. Milne
Committee Members: Mr G. C. Elliott, Mr R. Rowe, Mr M. Koder, Mr J. Miles

Meetings

October 1972. Mrs Marlene Sheppard: 'Early Diagnosis of Reading Potential'.

November 1972. Professor G. T. Evans: 'Memory and Other Factors in Children's Problem Solving'.
March 1973. Associate Professor M. Dunkin: 'A Review of Research on Teacher Effectiveness'.
April 1973. Mr R. Martin and Mr H. Nossiter: 'Practice Teaching and its Contribution to the Development of Effective Teachers'.
May 1973. Associate Professor C. Turney and Mr L. Cairns: 'Teaching the Teaching Skills'.
June 1973. Panel of speakers: Mr F. Atchison. 'An Overview of Teacher Effectiveness'. Mr J. Foster. 'Some Thoughts on Teacher Effectiveness as it Relates to the Assessment of and Report on Staff Members by Administrators'. Professor L. N. Short. 'Towards A Definition of Teaching'.
July 1973. Associate Professor J. W. Staines: Presidential Address. 'An Educational Opportunity: The Transmission Gap Between Research and its Application'.

Membership

This totals 44.

VICTORIA

Office Bearers

President: Dr L. W. Shears
Vice-Presidents: Mr G. D. Bradshaw and Dr G. J. Allen
Hon. Secretary: Mr A. J. P. Nattrass
Hon. Assistant Secretary: Mr K. Hall
Hon. Treasurer: Mr F. Hindley
Executive Members: Mr G. J. Whitehead, Professor R. Selleck, Miss J. Russell, Miss I. Palmer, Dr R. G. Rowlands, Mr H. Hobbs, Professor Glen Evans.

General Meetings

March 1973. Annual Meeting. Dr J. P. Keeves: 'The Home, the School and Educational Achievement'.
May 1973. Professor R. J. Havighurst: 'The Problems of Education in Big Cities'.
June 1973. The Seventeenth Theodore Fink Memorial Seminar. Dr B. Sureties, Mr J. McLaren, Mr P. Hughes: 'Recent Innovations in Teacher Education'.
July 1973. The John Smyth Memorial Lecture. Dr B. Cambourne: 'The Verbal World of Some Grade 1 Australian Children: Implications for Educators'.
October 1973. Secondary Education Today Group. Panel of speakers: 'Brave New Gadgets and Unconventional Resources'.
October 1973. Frank Tate Memorial Lecture. Professor P. Karmel: 'Education in the 1980's'.

G. S. Browne Prizes

Educational Research Prize: 'Perceived Influences on Tertiary Students' Academic Attitudes—A Comparative Study' by Russell A. Docking, Research Scholar, Faculty of Education, Monash University.
Educational Practice Prize: 'A Possible Alternative Course to the "Conventional" Language Courses in the First Two Years of High School' by Angelina De Fazio.

VIER Bulletin

Bulletin No. 30 was published in August 1973 and Bulletin No. 31 is to be published in November 1973.

Financial membership

At the end of 1972 there were 511 members. By September 1973 this number had increased to 539.

SOUTH AUSTRALIA

Office Bearers

Patron: Mr A. W. Jones (Director-General of Education)
President: Mr R. J. Gilchrist
Vice-Presidents: Mr K. L. Berndt, Mr R. S. Coggins
Hon. Secretary: Mr W. R. Hosking
Hon. Treasurer: Mr D. Dent
Executive Committee: Miss B. Davis, Mr L. Kiek, Miss B. Tabor, Mr N. Wilson
Hon. Auditor: Mr N. W. Edwards

At an Annual Meeting held on 29 May 1972, it was decided that office holders be asked to continue for another period, and that during such period the Institute remain in a state of 'suspended animation'. While it was felt that it would be difficult to encourage large audiences at meetings, it was of the greatest importance to keep the doors open to visiting experts. On Friday 19 October 1973, the Executive arranged for Professor J. Downing, University of Victoria, British Columbia, to talk at the Pulteney Grammar Assembly Hall on the subject 'Initial Teaching Alphabet in Reading'. During the current year members have been invited to attend meetings of the South Australian Institute for Educational Research at the South Australian Institute of Teachers' building.

In a meeting of Executive on April 27 1973, the resignation of the Hon. Secretary, Mr R. Wiseman was received and Mr W. R. Hosking was elected.

The South Australian Institute is encouraging research and attempting to disseminate its findings. Mr W. L. Egan of the Salisbury Advanced College of Education has been made a financial grant for a project ('Reading Experiences to Alleviate Difficulties'). The Execu-

tive has decided upon a policy of making financial grants to research projects which are not for academic credit.

QUEENSLAND

Office Bearers

Patron: Honourable Sir Alan Fletcher, Minister for Education
President: Mr N. D. Alford
Vice-Presidents: Mr W. L. Hamilton, Sister Mary Teresina, Dr B. H. Watts
Hon. Secretary: Mr R. S. Warry
Hon. Treasurer: Mr P. J. Doherty
Executive: Mr N. Anderson, Miss N. Beer, Mr A. Jackson, Mr A. J. Nimmo, Miss D. Richmond, Mr I. Smith, Mr P. K. Sydney
Representative to ACER, and Assistant Editor, Australian Journal of Education: Dr S. A. Rayner
Hon. Auditor: Mr C. E. Anstey

Membership

At 1 October 1973, there were 182 financial members.

Meetings

February 1973. Annual General Meeting. Second J. A. Robinson Memorial Lecture: Mr W. Wood 'The AACRDE—the First Three Years'.
March 1973. Dr B. McGaw: 'The Problems of Rescaling Teachers' Assessments'.
April 1973. Dr S. A. Rayner: 'Modern Developments in the Administration of Higher Education'.
April 1973. Mr N. D. Alford: 'An Assessment of the Bernard Van Leer Foundation Project in Queensland.'
May 1973. Mr B. Rechter: 'The Rationale behind the Development of the ASAT and the TEEP tests.'
June 1973. Mr G. F. Ashby: 'The Psychological and Educational Bases of the Pre-School.'
August 1973. Professor D. Spearritt: 'Problems in the Identification of Skills in English'.
September 1973. Panel discussion of BBC-TV films: 'The Expanding Classroom—Good Practice in British Primary Schools'.
October 1973. Mr E. Shogren: 'The Implications of Teacher Registration'.

1973 Public Lecture Series

The 1973 Public Lecture Series was held on 11 and 12 July in Brisbane, and on 30 and 31 July in Townsville. The guest lecturer was

Miss Marianne Parry, a member of the Plowden Committee in the United Kingdom. The topic for this year's lecture series was 'Innovation and Practice in British Primary and Nursery Schools'.

QIER Research Project

This year, the Institute undertook the analysis of a number of basic reading series to determine the appropriateness of the language structures used in the books in these series. Three reading series were selected for analysis. Computer analysis of the texts was carried out, and manual processing and interpretation is now underway. It is hoped that the project, which is being undertaken in conjunction with Dr N. W. M. Hart of the Mt Gravatt Teachers College, will be completed by January 1974.

General

In many respects, 1973 was a year of experimentation and innovation. Considerable efforts were made to provide opportunities for members to participate in a meaningful way in QIER activities.

The *QIER Newsletter* was replaced by the *QIER Journal*, which, although issued only three times a year is a far more substantial publication. It was hoped that the 'Journal' would provide greater benefits to members particularly those in the country. In a further effort to provide a service for members outside the Brisbane metropolitan area, the 1973 Public Lecture Series was presented in Townsville as well as in Brisbane. This was the first occasion on which the Lecture Series had been extended to a provincial city.

In an attempt to cater for the wide range of interests shown by members, three types of meetings were organized. The normal 'general' meetings, designed to attract a large proportion of the membership to discussions of topics of general educational significance, were continued. Research seminars, designed to provide in-depth treatment of questions of research design, data analysis and statistical procedures, were introduced, together with research workshops, intended as an introduction to research techniques and procedures. Work on the QIER Research Project for 1973, another major innovation, was preceded by a number of these research workshops. This research project, mentioned elsewhere in this report, was designed to enable a high level of participation on the part of QIER members.

A full assessment of the success of the 1973 program has not yet been undertaken, but the information at present available is encouraging.

WESTERN AUSTRALIA

Office Bearers

Patron: Mr J. H. Barton
President: Mr R. G. Peter

Vice-President: Mr J. Liddelow
Hon. Secretary/Treasurer: Mr A. Mason
Hon. Auditor: Mr C. Cook
Committee Members: Dr A. N. Stewart, Mr C. Cook, Dr J. Braysich

Membership

The current membership is 91.

General Meetings

November 1972. Mr L. Fletcher, Lecturer in Education, the University of Western Australia, led a panel discussion on :'Historical Research in Education in WA'.
April 1973. Dr R. V. McSweeney of the Catholic Education Commission spoke on: 'Values Research in Education'.
June 1973. Mr R. Penny, assisted by Mr P. deWitt of the Western Australian Institute of Technology and Mr R. Little of the Churchlands Teachers' College, organized an open evening on Educational Media at the Mount Lawley Teachers' College.
July 1973. Mr R. Hartley of the Western Australian Institute of Technology spoke on: 'The Uses of the Computer at the WAIT Computer and Data Processing Unit'.
September 1973. The President, Mr R. G. Peter, Principal, Mount Lawley Teachers' College, spoke on: 'Competency-Based Teacher Education—The American Experience'.
October 1973. A joint meeting with the Western Australian Institute for Educational Administration, for a lecture-demonstration by Professor Bloomfield, of the Physical Education Department of the University of Western Australia on the subject: 'Recreation for Health'.

Committee Meetings

Three committee meetings were held in 1973 to plan the work of the Institute.

Prizes

The R. G. Cameron Prize for Educational Research, sponsored by the WAIER was awarded for 1970 to Mr I. K. F. Birch. The WAIER Prizes for the best students in Education and Psychology for 1971 were awarded to Miss Jillian Taylor of Graylands Teachers College, Mrs Cheryl Barton of Claremont Teachers' College and Mrs E. Kay of Secondary Teachers College.

General

Increased interest and membership arose chiefly from the June General Meeting which had a large attendance of teachers, educationists and students.

TASMANIA

Office Bearers

President: Mr N. H. Campbell
Vice-President: Mr L. D. Blazely
Hon. Secretary: Mr N. L. Behrens
Hon. Treasurer: Mr R. S. Cooper
Representative on ACER: Mr N. L. Behrens
Executive Members: Miss E. P. Vaughan, Mr H. L. Dodson, Mr K. G. Milton, Mr G. D. Taylor
Hon. Auditor: Mr J. Besier

Membership

The current financial membership of the Institute is 49, a decrease of seven over the previous year. The membership is drawn from the following bodies: Administration 9, Service Branches 11, Tertiary Institutions 6, Schools 21, and Others 2.

General Meetings

Mr Alec Young, a final year teacher student in the Industrial Arts course, spoke on the topic: 'After the Bell Rings'. Mr Young's study investigated the use of out-of-classroom time by fourth-year secondary school students.

Dr Philip Piele, Director of the ERIC Clearinghouse on Educational Management, spoke on the topic: 'Technology and Education'. This meeting was organized in conjunction with the Curriculum Branch of the Education Department.

Mr T. J. Leo, Staff Superintendent (Planning) in the Education Department of Tasmania, delivered a paper on: 'Educational Questions Raised by the Karmel Report'.

Dr M. R. Pusey, In-Service Education Branch, spoke on: 'Diversity and Organizational Structure'. This meeting was organized informally and is to be the first of a series of such discussions on the general topics of educational administration.

Executive Meetings

The Executive has met to consider the activities of the Institute in 1972-73.

G. V. Brooks Prize

As resolved at the last Annual General Meeting the G. V. Brooks Prize Fund has been invested in the Hobart Building Society. The winner of the prize in 1972 was Miss Lindley Walshe.

Annual Institute Address

Dr Paul Wisch, the Principal of the Tasmanian College of Advanced Education, delivered the Annual Institute Address in Hobart. The title of the address was: 'The Role of the College in Tasmania'. The address was preceded by the Annual Dinner of the Institute.